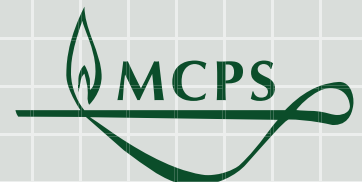


2005

# Annual Report on Our Call to Action

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*Montgomery County Public Schools*



Rockville, Maryland

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# MONTGOMERY COUNTY PUBLIC SCHOOLS

## Guiding Tenets

### CORE VALUES

- Every child can learn and succeed
- The pursuit of excellence is fundamental and unending
- An ethical school system requires fair treatment, honesty, openness, integrity, and respect
- A high-quality school system strives to be responsive and accountable to the customer

### MISSION

To provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning.

### VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

### SYSTEM GOALS *and* GOVERNANCE POLICIES

- Ensure success for every student—MCPS Policy IKA, *Grading and Reporting*
- Provide an effective instructional program—MCPS Policy IFA, *Curriculum*
- Strengthen productive partnerships for education—MCPS Policy ABA, *Community Involvement*
- Create a positive work environment in a self-renewing organization—MCPS Policy GAA, *Positive Work Environment in a Self-renewing Organization*

### BOARD OF EDUCATION ACADEMIC PRIORITIES\*

- Organize and optimize resources for improved academic results
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement
- Develop, expand, and deliver a literacy-based prekindergarten to Grade 2 initiative
- Use student, staff, school, and system performance data to monitor and improve student achievement
- Foster and sustain systems that support and improve employee effectiveness, in partnership with MCPS employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

*\*Revised March 11, 2003*

### CRITICAL QUESTIONS

- What do students need to know and be able to do?
- How will we know they have learned it?
- What will we do when they haven't?
- What will we do when they already know it?

## **2005 Annual Report on Our Call to Action: Pursuit of Excellence**

Dear Staff, Parents, and Community Members:

The *2005 Annual Report on Our Call to Action: Pursuit of Excellence* reflects our ongoing commitment to the school system's accountability to stakeholders. The report provides a comprehensive accounting of the school system's performance on data points that are used to measure progress toward meeting the strategic milestones established in *Our Call to Action: Pursuit of Excellence*. The results in the 2005 Annual Report underscore our success in nurturing a culture of continuous improvement that is sustained by effective partnerships, a high-quality workforce, and strong family and community involvement.

The plan's four goals align with the Board of Education's four core governance policies and provide a framework for monitoring our ongoing improvement efforts. The *2005 Annual Report on Our Call to Action: Pursuit of Excellence* confirms that the strategic improvement initiatives have yielded gains in student performance and improved operational functioning during a period of significant change in the Montgomery County Public Schools (MCPS).

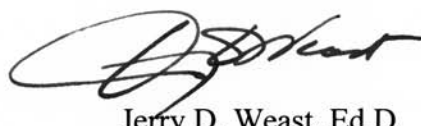
The continued progress in achieving the goals of the strategic plan is noteworthy. We continue to see gains in student achievement in the core assessment areas of reading and mathematics at all grade levels. The mathematics and reading proficiency rates among elementary and middle school students continue to improve across the school system and within student subgroups. In our high schools, increased numbers of students are participating in more rigorous courses in preparation for college and success in the workplace. While more students are learning to read at an earlier age and are taking more challenging and rigorous courses, this report also highlights areas of continuing concerns and underscores that more work remains to be done to close the achievement gap by race and ethnicity.

The completed implementation of the Baldrige-guided school improvement planning process and the establishment of rigorous targets strengthen our ability to meet the strategic plan milestones. Our overall goals will be reached by continuing to assess the effectiveness of academic and operational reforms, identify opportunities for improvement, and pinpoint initiatives. We recognize that change in a school system this large and diverse is a complex process, and we remain committed to open and deliberative decision making.

Respectfully,



Charles Haughey  
President, Board of Education



Jerry D. Weast, Ed.D.  
Superintendent of Schools

# Overview:

## Annual Report on Our Call to Action

The 2005 Annual Report on Our Call to Action: Pursuit of Excellence details the school system's significant progress toward meeting the identified milestones within each of the system's four strategic goal areas. The overall trend data continue to provide strong evidence of the effectiveness of our strategies and initiatives detailed in Our Call to Action: Pursuit of Excellence. The data also highlight areas requiring additional improvement to increase the performance of all students. Available baseline and trend data are presented for each data point. The baseline year of 2000 was established in alignment with the initial adoption of Our Call to Action. When data are not available for data points in the 2000 baseline year, the baseline year is the first year in which the data are available.

Our Call to Action: Pursuit of Excellence establishes the strategic course of the school system's overall operation, including the operating budget, and lays the foundation for an unprecedented effort to improve the instructional program in each school. The plan reflects an effective organization, implementation, and accountability process that was recognized earlier this year when MCPS won the United States Senate Productivity Award for Maryland. That achievement reflects a strategic planning focus and a comprehensive reform effort that began with the initial Our Call to Action in November 1999 and continues to be refined and strengthened each year. This strategic planning process guides staff throughout the school system in their work with schools, parents, and the community. Moreover, the strategic plan addresses the requirements of the state of Maryland Bridge to Excellence in Public Schools Act and the achievement goals of the federal No Child Left Behind Act (NCLB).

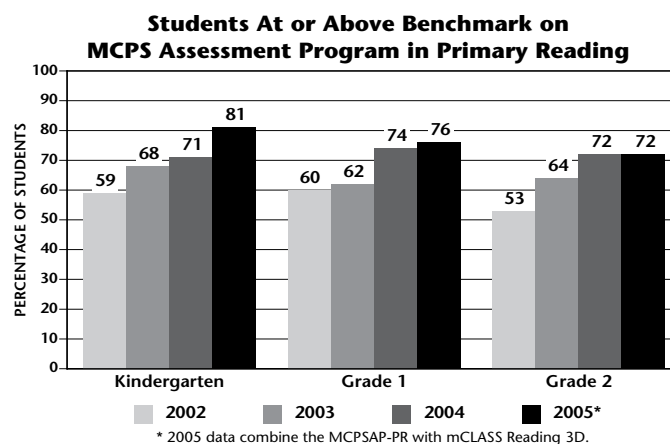
The 2005 annual report provides a comprehensive accounting of the school system's performance on the established milestones and data points of the strategic plan. The plan's four goals—ensure success for every student, provide an effective instructional program, strengthen productive partnerships for education, and create a positive work environment in a self-renewing organization—align with the Board of Education's four core governance policies and provide a framework for monitoring the progress of ongoing reform and improvement efforts. Within each goal, the established milestones and data points are the rubric for monitoring performance.

### Goal 1: Ensuring Success for Every Student

This goal and governance policy, MCPS Policy IKA, Grading and Reporting with which it is aligned, focus on the achievement of both individuals and groups of students. One of the cornerstones of the elementary school reform efforts has been the Early Success Performance Plan (ESPP). This plan was developed and implemented in fall 2000 by MCPS to address gaps in achievement and opportunities for the district's youngest learners. The plan includes a series of interwoven initiatives at the elementary school level, among

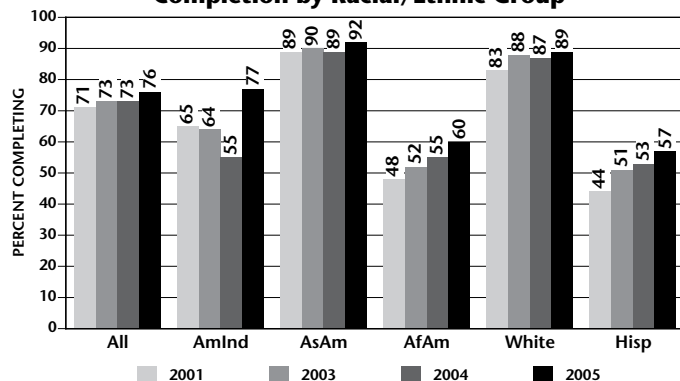
which is the continued expansion of full-day kindergarten. During the 2004–2005 school year, full-day kindergarten was implemented in a total of 93 elementary schools. All elementary schools will provide full-day kindergarten by August 2007.

The MCPS Assessment Program in Primary Reading (MCPSAP-PR) is a locally developed assessment that provides formative information to help teachers, schools, and the district monitor students' reading progress from pre-kindergarten through Grade 2. Since 2002, students have shown continual improvement in reaching reading benchmarks in kindergarten and Grade 1. In 2005, 81 percent of kindergarten and 76 percent of Grade 1 students met or exceeded the appropriate grade-level benchmarks. Grade 2 students continued to excel and maintained their performance from the 2003–2004 school year.



The success in increasing student achievement has not been limited to the primary grades. Investment in secondary school reform efforts has yielded increases in student achievement at the secondary level on a number of measures. An important secondary school achievement measure identified in the strategic plan is the percentage of students successfully completing Algebra I or a higher level mathematics course by the end of Grade 9 and geometry by the end of Grade 10. Since the baseline year 2001, there has been a 5.5 percent increase in the percentage of students who successfully complete Algebra I. The overall completion rate within racial/ethnic groups has steadily increased for all groups of students, since 2001. African American and Hispanic students, with increases of 12 and 13 percentage points, respectively, showed the largest gains.

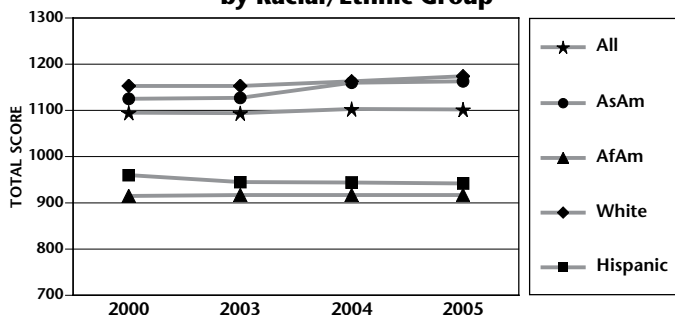
**Grade 9 Algebra or Higher-Level Mathematics Completion by Racial/Ethnic Group**



Another illustration of the effectiveness of secondary school reforms is the increase in both participation and performance of students taking the SAT. The SAT is a measure of student readiness for college-level work, designed to evaluate attainment of skills considered essential for academic success in college. It is used by many colleges and universities in admissions decisions, as well as determining the need for remedial course work. MCPS is committed to improvements in SAT performance and participation rates among all students as a means to ensure opportunities for further academic pursuits after high school.

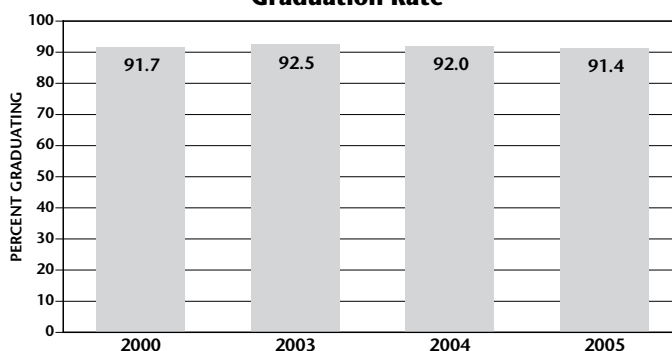
Information about SAT performance and participation also can be used to develop individual student course schedules, design preparation programs for students, and influence classroom activities in all disciplines. The most recent SAT mean combined verbal and math score for MCPS-verified students in the Class of 2005 was 1102. The highest SAT mean combined score from a single administration, a result that reflects the best effort among students, was 1114. The most recent and highest SAT mean scores of MCPS-verified students in the Class of 2005 were the second highest in MCPS history and not statistically significantly different than the record scores of 1103 and 1115 set by the MCPS Class of 2004. These gains are particularly impressive when viewed in conjunction with the increase in participation rates. The student participation rate of 76.5 percent represents the largest group ever to take the test in the school district.

**Average SAT Total Score Trends by Racial/Ethnic Group**



High school graduation rates are an important performance measure and are at least as important as test scores in assessing the performance of our school system. The Maryland State Department of Education (MSDE) has included high school graduation rate as a component of Adequate Yearly Progress (AYP). The Maryland State Board of Education has stated that, by 2014, all high schools, school systems, and the state should reach a graduation rate of 90 percent. The standard applies to all students, not individual groups of students. However, the graduation rate of individual groups of students can be a factor in determining some instances of AYP. Countywide, MCPS has met the MSDE standard of 90 percent for its graduation rate since 2000.

**Graduation Rate**



## Goal 2: Provide an Effective Instructional Program

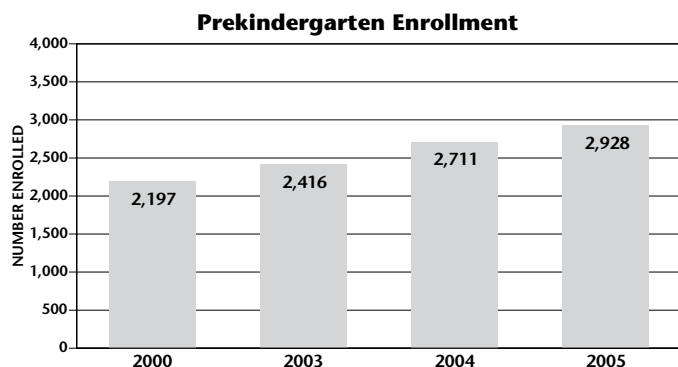
Goal 2 is aligned with the MCPS core governance policy IFA, Curriculum, and establishes a framework for creating a congruent continuum of rigorous curricula, quality instruction, and accurate assessment that is essential to student achievement. A number of key strategic improvement efforts are in place to ensure that all students will have acquired the essential skills and knowledge to meet or exceed standards in reading and mathematics by the end of Grade 2. The development and implementation of a standards-based curriculum are central to these programmatic reform efforts.

A standards-based curriculum revision begun in spring 2001 is aligning instruction in reading, English/language arts, mathematics, science, and social studies with state, national, and international standards. Instructional guides are already being used in many areas and will continue to be implemented over the next several years. The curriculum revisions include assessment plans to measure student learning. In addition, a standards-based grading and reporting system is being implemented.

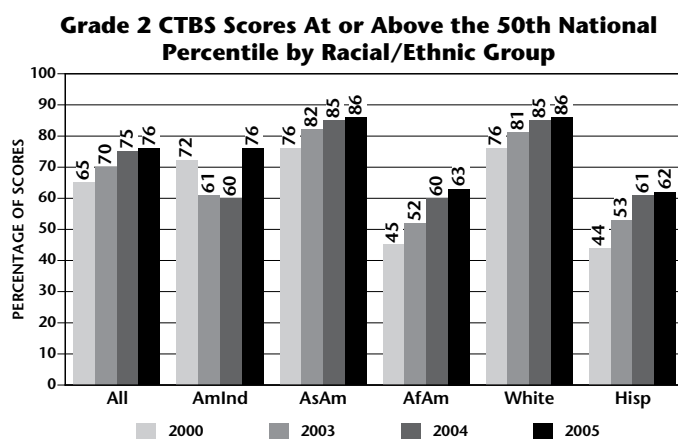
This programmatic approach begins with enrollment in pre-kindergarten and kindergarten programs. A high-quality pre-kindergarten program contributes to academic achievement in kindergarten and provides the foundation for success throughout elementary school. MCPS is committed to increasing pre-kindergarten opportunities to ensure that students most at risk receive the benefit of the Early Success



Performance Plan. In 2005 there was an increase of more than 30 percent in students enrolled in pre-kindergarten programs since 2000.

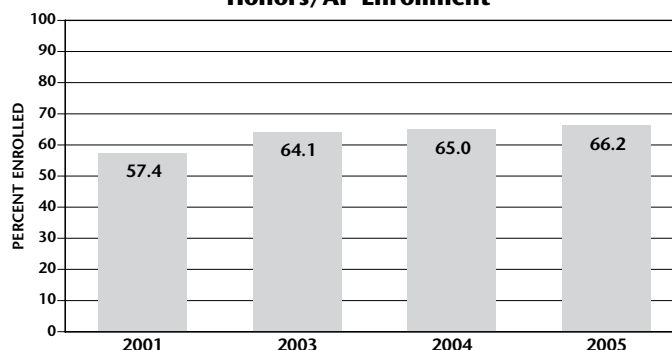


These efforts have resulted in significant gains for students on the TerraNova Comprehensive Tests of Basic Skills (CTBS). The CTBS is used in Grade 2 as an outcome measure for its Early Success Performance Plan. The CTBS measures basic reading, language, and mathematics skills and provides comparative information of how Grade 2 students are performing relative to the performance of students in the CTBS national norming samples. In 2005, 76 percent of second grade scores on the CTBS were at or above the national average. Particularly encouraging were the gains evidenced by African American and Hispanic students. African American and Hispanic students scoring above the national average increased from approximately 45 to 63 percent and 44 to 62 percent, respectively, between 2000 and 2005.



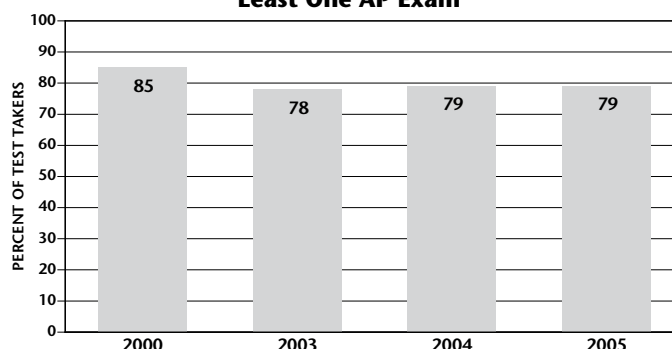
New standards and increased rigor at the high school level help prepare all students for postsecondary education and the world of work. In addition to encouraging increases in the participation in rigorous courses at the elementary level, there has been a steady increase in the percentage of students enrolled in honors and Advanced Placement (AP) courses since the baseline year 2001.

### Honors/AP Enrollment



Beyond enrollment in AP courses is performance on the AP exam that measures student readiness for college-level work. The College Board suggests AP exam scores of 3 or higher should qualify students to receive college credit or advanced placement. The number of students who scored at least one 3 on an AP exam increased from 3,919 in 1999–2000 to 8,216 in 2004–2005. However, as the number of students has increased, the percentage of tested students receiving a 3 or higher decreased slightly from 85.3 percent in 1999–2000 to 79.1 percent in 2004–2005.

### AP Test Takers Earning a Score of 3 or Higher on at Least One AP Exam



During the 2004–2005 school year, 10,389 MCPS high school students took at least one AP exam; this is a notable increase from the 4,597 students who took at least one exam in 1999–2000. The percentage of all high school students taking at least one AP exam also has grown from 12.5 percent in 1999–2000 to 23.6 percent in 2004–2005. The increase in the percentage of students taking at least one AP exam occurred for most student subgroups. The percentage of African American and Hispanic students, as well as students receiving limited English proficiency and Free and Reduced-Price Meals System services, has more than doubled.

An area of continuing concern is the over-representation of African American students in special education. MCPS remains committed to eliminating the disproportionate representation of African American students in special education. The results underscore that based on the trend data, MCPS identifies a disproportionate number of African American students in the mental retardation, emotional disturbance, and specific learning disability categories.

### Goal 3: Strengthen Productive Partnerships for Education

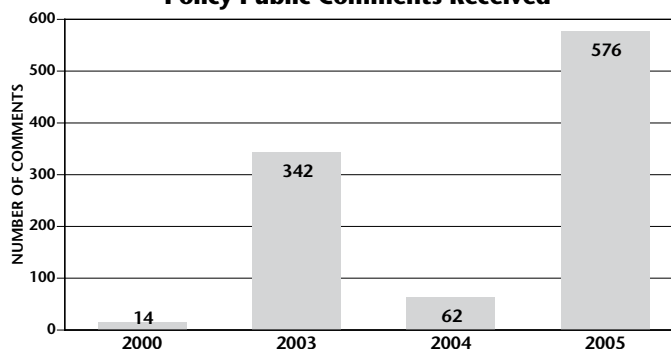
Goal 3 of the strategic plan is aligned with MCPS Policy ABA, Community Involvement, and this goal and policy focus on the dynamic and important relationship between MCPS and the community. In support of the Board's goals to encourage greater public involvement in long-range strategic issues, new opportunities have been created to facilitate broader input. Through public comments on policy consideration, advisory committees, and participation in the strategic planning and budget process, the community plays an essential role in supporting student achievement.

For the first time during the 2003–2004 school year, local school volunteer coordinators collected and shared data electronically. This resulted in the reporting of significantly lower hours than in previous years. During the 2004–2005 school year, data collection procedures were revised and communicated both to principals and school volunteer coordinators, and 3.5 million volunteer hours were reported. Currently, schools are collecting volunteer data using a revised database template. With support and monitoring by the Division of Family and Community Partnerships, these new procedures ensured the inclusion of all volunteer efforts and enhanced the accuracy of systemwide volunteer data.

Volunteer Hours by School Year	
School Year	Number of Volunteer Hours Reported
2001	3,079,779
2002	3,810,559
2003	659,785
2004	3,500,000

The number of policies developed, revised, or rescinded has fluctuated over time. In the past four years, the Board acted on an average of 11.5 policies per year. The only year that shows a significant decline in the number of policies acted upon was 2002–2003. In 2005, the Board acted on 12 policies; these actions included a number of rescissions of policies that were outdated or out of alignment with Our Call to Action. In accordance with MCPS Policy BFA, Policysetting, a request for public comments is sent out to the community at large for each policy the Board of Education is considering for adoption or revision. Through this public comment process, individuals and community organizations are able to review proposed policies and provide comment.

**Policy Public Comments Received**



The school system is strengthening parent and community partnerships to support student achievement through a broad range of programs and activities. MCPS maintains a wide array of advisory groups that provide a mechanism for two-way communication on new and ongoing initiatives; helps to identify and prioritize needs and issues; and elicit valuable information on stakeholder satisfaction. Each advisory committee operates in a way unique to its mission. For example, the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs facilitates the ESOL/Bilingual Advisory Committee (EBAC), which consists of ESOL parents, school staff, and representatives from the ESOL community. The EBAC meets to learn about the ESOL instructional program and provides input on issues related to ESOL programs and services. The feedback received from the EBAC provides valuable information used for program refinements. Other examples of operating advisory groups are the Diversity Training and Development Committee; Head Start Parent Policy Council; Curriculum Advisory Committees for all content areas; Special Education Staffing Plan Committee; Mental Health Task Force; Blue Ribbon Budget Committee; Academy of Information Technology Board, Transportation, Distribution; and the Logistics Cluster Advisory Board.

Higher education collaborations also are assisting in developing a high-quality workforce and promoting student success. Through the University Partnership Program, MCPS continues to work with local universities to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity. The school system seeks partnerships and pursues initiatives that will promote the development of a cadre of effective staff to meet the needs of students in high-impact schools. Extensive MCPS field experiences, supplemental training, and increased supervisory support by universities and MCPS coaches are characteristic of all programs.

Growth in the University Partnership Program over the past years is reflective of the increased need for quality teachers in critical areas. The University Partnership Program has grown from 15 partnerships in 1999 to 31 in 2005. Last year, approximately 118 participants graduated from various partnership programs. In addition, the number of professional

development schools has more than doubled in the past two years from 20 to 50. Currently, based on the available information, 70 percent of University Partnership participants trained in critical fields, including initial teacher certification and administrative and supervisory certification.

In addition to higher education partnerships to facilitate the development of a highly qualified workforce, there also are higher education partnerships to increase student success at the secondary and college levels. The partnership with Montgomery College has fostered the creation of the College Institute at Wootton and Gaithersburg High Schools, where college-level courses for high school students are taught on high school campuses. MCPS also has collaborated with Montgomery College on the Gateway to College program, which allows students to attend classes on one of three Montgomery College campuses and accumulate college credits while also earning a high school diploma. MCPS also is in the process of creating partnerships that establish college-level courses taught on high school campuses with the University of Maryland College Park, University of Maryland Baltimore County, the Maryland Institute College of Art (MICA), and Catholic University.

#### **Goal 4: Create a Positive Work Environment in a Self-Renewing Organization**

Goal 4 is aligned with MCPS core governance Policy GAA, Positive Work Environment in a Self-renewing Organization. The focus in this goal area is creating a professional growth system that provides the foundation for a professional learning community where employees are afforded time, support, and the opportunity for continuous growth and improvement. Goal 4 will be aligned with the Board's human resource policy that is currently under development. MCPS recognizes the complexity of teaching and teacher quality and its importance in a high-performing school system. Our commitment to continuous improvement and shared accountability for student achievement is supported by the recognition that a high-quality workforce in a self-renewing organization is a fundamental element of a successful school system.

The school system has made significant investments in creating Professional Growth Systems (PGS) that provide the foundation for a professional learning community in which employees are afforded time, support, and the opportunity for continuous growth and improvement. By aligning the professional growth system efforts, MCPS has created a systems approach to the development of staff. Training is more research-based, job-embedded, and results-oriented; and, as a result, staff members have the required skills and knowledge. These professional development programs provide structures, supports, and processes to ensure that staff has the skills, knowledge, strategies, and beliefs to meet the needs of a diverse student population.

The teacher PGS, for example, is based on professional teaching standards and rooted in the understanding that

teaching is complex, changing, and essential to improving student learning. In addition, these initiatives are closely aligned with other system improvements described in the strategic plan and are based on student needs and achievement data. By using student learning as the driving mechanism for decision making, resources are targeted to address student learning needs. As a result, professional development programs are continually assessed and data are used to determine next steps, which often mean realigning resources to where they are needed most.

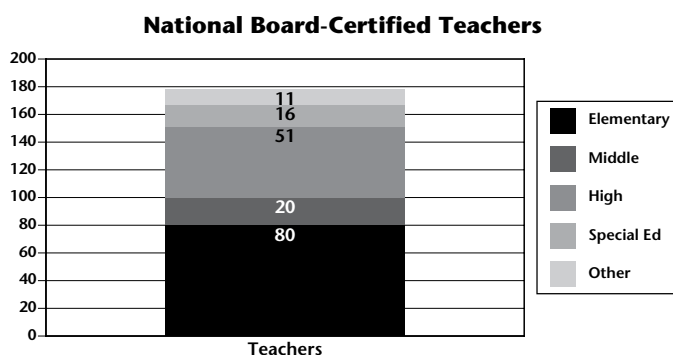
The consulting teacher program is one of the professional development support programs that provide an intensive approach to support and guide novice and underperforming teachers, ensuring that they meet standards of performance imbedded in the PGS. Consulting teachers provide intensive, individualized instructional support and resources to teachers. Support includes observing teachers followed by coaching and support based on the observed needs, assistance with lesson planning, co-teaching or lesson demonstration, and formal feedback on observations

Over the past four years, consulting teachers have served

Consulting Teacher Caseloads				
	FY 2002	FY 2003	FY 2004	FY 2005
Novice	438	669	546	616
Underperforming	132	97	95	44
Total	570	766	641	660

2,637 teachers, of whom 370 were underperforming teachers and 2,267 were novice teachers. The change in the total number of novice teachers served by consulting teachers is based on the hiring level in the county. During 2005, 361 elementary and 253 secondary novice teachers were assigned a consulting teacher. In addition, 21 elementary and 25 secondary teachers were identified as underperforming and were assigned consulting teachers.

Each year MCPS teachers work to become National Board Certified. The number of teachers who have achieved the National Board Certification has increased since the baseline year of 2000. The total number of teachers with National Board Certification increased from 8 teachers during 2000 to 178 teachers in 2005.



The successful implementation of strategic reform initiatives over the past six years has been executed by a high-quality workforce. In support of Board Policy GBA, staff monitors and has developed strategies to recruit and retain a high-quality diverse workforce. During 2005, there were 20,743 employees, of which 73.8 percent (15,314) were female and 26.2 percent (5,429) were male. White employees represented 68.2 percent (14,110) of all employees, 18.8 percent (3,900) were African American, 7.3 percent (1,523) were Hispanic, 5.3 percent (1,138) were Asian American, and 0.4 percent (72) were American Indian.

The number of administrators who are African American increased by 54 between the 2000 baseline year and 2005. This represents a 4.1 percent increase in the number of administrators who are African American since the baseline year. There has been a 0.3 percent increase in the percent of Asian American administrators, while the number of Hispanic administrators has remained the same during this time period.

## Summary

The strong student performance and operational achievements identified in the 2005 Annual Report on Our Call to Action: Pursuit of Excellence demonstrate that MCPS is on its way to becoming one of the most successful school systems in the country. The report also highlights that while more students are learning to read at an earlier age and are taking more challenging and rigorous courses, more work remains in closing the achievement gap by race and ethnicity.

In addition, we face the challenge of sustaining the performance gains and achieving at even higher levels. The completed implementation of the Baldrige-guided school improvement planning process, and the establishment of targets strengthens our ability to more effectively monitor the strategic plan milestones and data points. As a result, the effectiveness of academic and operational reforms can be better assessed, opportunities for improvements identified, and interventions pinpointed.

2005 Workforce Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
Administrators	39.8	60.2	0.3	2.3	29.8	63.7	3.8
Other Professional	19.0	81.0	0.3	5.5	15.9	68.0	6.4
Supporting Services	33.1	66.9	0.4	8.0	25.9	53.6	12.0
Teachers	20.0	80.0	0.3	3.7	12.5	79.7	3.8
Total	26.2	73.8	0.3	5.5	18.8	68.0	7.3

Administrator Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
2000 Administrators	40.9	59.1	0.4	2.0	25.7	67.3	4.6
2003 Administrators	40.7	59.3	0.3	1.9	28.3	65.9	3.6
2004 Administrators	39.7	60.3	0.3	2.3	29.6	63.9	3.9
2005 Administrators	39.8	60.2	0.3	2.3	29.8	63.7	3.8

# GOAL ONE: Ensure Success for Every Student



The mission of the Montgomery County Public Schools (MCPS) is to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning. This mission requires that each student, and group of students, be provided with access to rigorous curriculum and support toward successful educational outcomes. Ensuring success for every student sets the standard of expectation for the school system. The goal is, through systemic reform, to have each and every student achieve the standards of performance set for all students in our school system.

Goal One encompasses the following milestones and accompanying data points.

Milestone	Data Point
<b>M</b> All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.	<ul style="list-style-type: none"> <li>★ Maryland School Assessment</li> <li>★ High school final exams</li> <li>★ English proficiency assessments for LEP students</li> </ul>
<b>M</b> All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.	<ul style="list-style-type: none"> <li>★ Algebra enrollment and course completion by the end of Grade 9</li> <li>★ Geometry enrollment and course completion by the end of Grade 10</li> </ul>
<b>M</b> All schools will increase participation and performance of all students taking the SAT.	<ul style="list-style-type: none"> <li>★ SAT participation and scores</li> </ul>
<b>M</b> All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.	<ul style="list-style-type: none"> <li>★ Suspension data</li> </ul>
<b>M</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<ul style="list-style-type: none"> <li>★ Student, parent, and staff survey results</li> </ul>
<b>M</b> All schools will meet or exceed the state's graduation requirements.	<ul style="list-style-type: none"> <li>★ Graduation rates</li> <li>★ High School Assessments</li> </ul>
<b>M</b> All students will graduate prepared for postsecondary education or employment.	<ul style="list-style-type: none"> <li>★ High School Academic Attainment measures</li> </ul>



# **Milestone:** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

## **DATA ★ POINT**

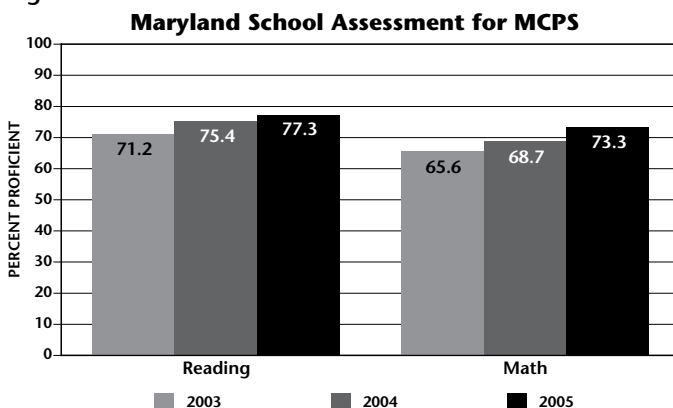
### **Maryland School Assessment**

Under No Child Left Behind (NCLB), the 2001 reauthorization of the Elementary and Secondary Education Act, the number of students proficient in reading and mathematics must increase each year to reach 100% by 2014. Maryland uses the Maryland School Assessment (MSA) to measure student, school, district, and state performance in achieving this goal. Students with severe cognitive disabilities participate in the Alternate MSA (Alt-MSA). Results from the Alt-MSA are aggregated with those from the MSA for proficiency determinations.

Beginning in 2003, the MSA was administered to students in Grades 3, 5, and 8. High school students took the Grade 10 MSA in reading and the end-of-course MSA in geometry. In 2004, the MSA was extended to include students in Grades 4, 6, and 7. In 2005, Maryland replaced the Grade 10 MSA in reading with a new end-of-course English 2 assessment, administered at the conclusion of English 10.

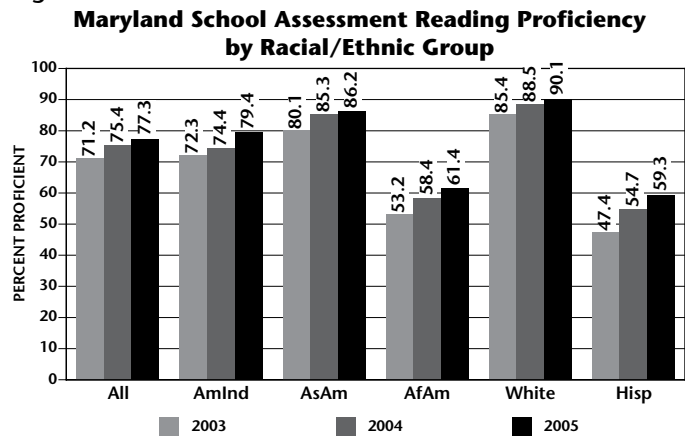
More than 77% of MCPS students achieved proficiency in reading and more than 73% achieved proficiency in mathematics during 2005. Countywide, the overall percentage of students receiving proficient status has increased since 2003. The percentage of students proficient in reading increased by 6.1 percentage points, while the percentage of students proficient in mathematics increased by 7.7 percentage points. (Figure A-1)

**Figure A-1**



Within each racial/ethnic subgroup, the percentage of students achieving proficient or higher in reading has increased since 2003. Hispanic students posted the greatest gains in reading (11.9 percentage points) among racial/ethnic subgroups. Students achieving proficient or higher in reading increased by 8.2 percentage points for African American students, 6.1 percentage points for Asian American students, and 4.1 percentage points for White students. (Figure A-2).

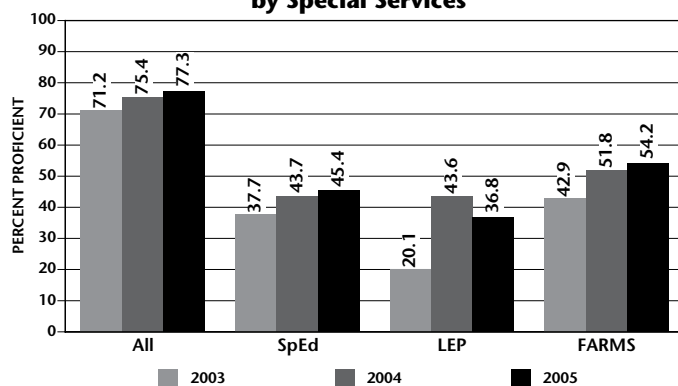
**Figure A-2**



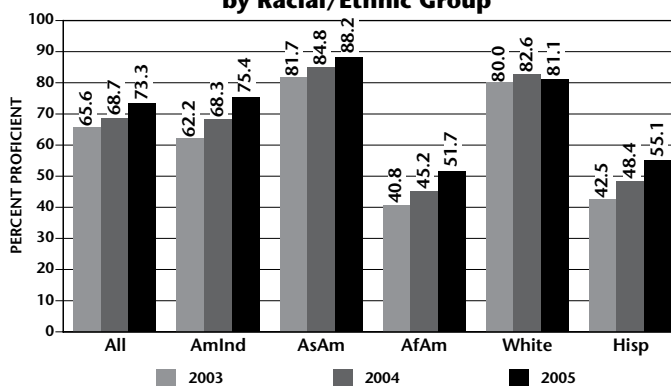
Among students receiving special services, students receiving limited English proficient (LEP) services had the greatest increase in the percentage of students achieving proficiency in reading, with a 16.7 percentage-point increase. Students receiving Free and Reduced-price Meals System (FARMS) services had an 11.3 percentage-point increase and students receiving special education services had a 7.7 percentage-point increase in reading proficiency since 2003 (Figure A-3).

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

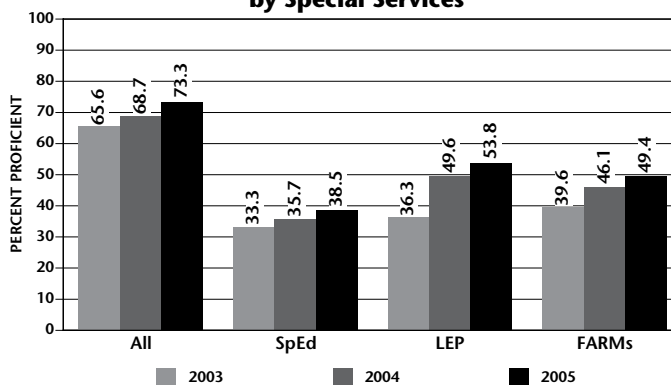
**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

**Figure A-3****Maryland School Assessment Reading Proficiency by Special Services**

In mathematics, within racial/ethnic subgroups, the percentage of students with proficient or higher scores increased by 12.6 percentage points for Hispanic students and 10.9 percentage points for African American students. The percentage point increase in each of these subgroups surpassed the percentage growth seen for all MCPS students. (Figure A-4)

**Figure A-4****Maryland School Assessment Mathematics Proficiency by Racial/Ethnic Group**

Among students receiving special services, students receiving LEP services had the greatest increase in the percentage of students achieving proficient or higher scores, with an increase of 17.5 percentage points. The proficiency rate of students receiving FARMS services increased by 9.8 percentage points, while students receiving special education services increased by 5.2 percentage points (Figure A-5).

**Figure A-5****Maryland School Assessment Mathematics Proficiency by Special Services**

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**DATA ★ POINT****High school final exams**

The MCPS Office of Curriculum and Instructional Programs (OCIP) produces examinations for use countywide in Algebra 1 A/B, Geometry A/B and Honors Geometry A/B, Biology A/B and Honors Biology A/B, English 10 A/B and Honors English 10 A/B, and National/State/Local Government (NSL) A/B and Honors NSL A/B. These examinations assess student mastery of the same content standards from the Voluntary State Curriculum in each of four subject areas covered by the Maryland High School Assessment (HSA) and the Geometry Maryland School Assessment (MSA). The examinations, which are administered at the end of each semester to all students enrolled in the course, account for 25% of students' semester course grades.

The MCPS countywide final examinations have three primary purposes:

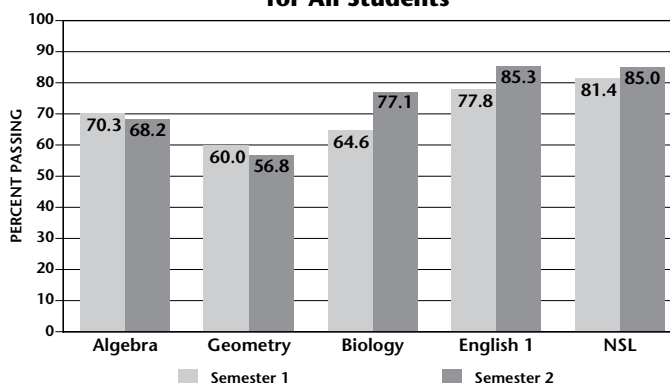
1. To provide a valid and uniform assessment of student attainment of learning outcomes
2. To allow meaningful comparisons of the performance of subgroups of students among and within each middle and high school across Montgomery County
3. To better prepare students for high-stakes statewide assessments

Trend data for the final exams are not included in this report because the exams are not equated. Comparisons of passing rates by course, semester, or year are not statistically justifiable. Results apply only to HSA/MSA course enrollees who took the countywide examinations (test takers).

The percentages of all test takers who passed the 2004–2005 semester 1 final examinations were 70% in Algebra 1, 60% in Geometry, 65% in Biology, 78% in English 10, and

81% in NSL. For semester 2, the percentages of all test takers who passed the final examinations were 68% in Algebra 1, 57% in Geometry, 77% in Biology, 85% in English 10, and 85% in NSL (Figure B-1).

**Figure B-1**  
**Passing Rate 2005 Semester Final Exams for All Students**



The performance by subgroups on the final exams varied considerably (Table B-1). Asian American and White students exceeded the overall MCPS percentage passing rate in all courses. Hispanic students were below the overall county passing rate by as few as 11 percentage points in English 10 B to as many as 22 percentage points in Geometry A and B. African American students were below the overall county passing rate by as few as 11 percentage points in English 10 B to as many as 24 percentage points in Biology A. The performance of American Indian students varied from 2 percentage points above the overall county passing rate in Algebra 1 A to as many as 18 percentage points below the overall county passing rate in Geometry B.

The performance of subgroups receiving special services was consistently below the overall county passing rate. Spe-

**Table B-1**

Aggregated Countywide Semester Examination Passing Rates for Five HSA/MSA Courses										
	Algebra 1		Geometry		Biology		English 10		NSL	
	Alg 1 A	Alg 1 B	Geo A	Geo B	Biol A	Biol B	Eng 10 A	Eng 10 B	NSL A	NSL B
All MCPS	70.3	68.2	60.0	56.8	64.6	77.1	77.8	85.3	81.4	85.0
Am. Indian	71.9	69.2	50.0	39.0	62.5	64.5	75.0	81.3	73.0	75.8
Asian Am.	88.0	86.2	77.6	74.1	78.1	88.0	88.0	93.9	88.0	92.0
African Am.	49.4	46.1	36.6	33.7	40.8	56.3	60.2	73.8	68.1	72.5
White	84.0	82.6	77.5	72.0	81.3	90.3	89.7	92.1	91.6	93.3
Hispanic	51.7	47.5	37.8	35.2	43.2	59.2	60.8	74.2	67.4	72.6
Male	67.8	66.7	57.4	54.7	62.8	74.9	73.4	81.5	79.6	82.7
Female	72.9	69.7	62.8	59.1	66.5	79.3	82.6	89.3	83.3	87.4
Spec. Ed.	37.1	35.0	31.1	31.4	34.5	45.9	49.3	57.8	54.7	58.4
LEP	49.2	46.1	43.2	43.8	38.4	52.7	76.9	85.1	62.1	72.6
FARMS	48.1	47.6	38.6	34.8	37.5	52.7	57.5	71.5	64.1	69.3



**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT**

**MILESTONE** All students will achieve or exceed proficiency standards in mathematics, reading, and writing on local and state assessments.

cial education students were between 25 (Geometry B) and 33 (Algebra 1 A and B) percentage points below the overall county passing rate on all exams. LEP students had passing rates ranging from 0 (English 10 B) to 26 (Biology A) percentage points below the county passing rates. Students receiving FARMS services typically had passing rates 14 (English 10 B) to 27 (Biology A) percentage points below the overall county rates.

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**DATA ★ POINT**

## English proficiency assessments for LEP students

Under the No Child Left Behind Act (NCLB) of 2001, states must provide for an annual assessment of English language proficiency for all limited English proficient (LEP) students, along with annual measurable objectives related to attainment of English language proficiency. Attainment of these annual measurable objectives is one component of a state's Adequate Yearly Progress requirements.

Maryland has identified the Individuals with Disabilities Education Act (IDEA) Proficiency Test (IPT) from Ballard and Tighe to fulfill this requirement for LEP students in Grades K–12. The IPT was first administered in spring 2003. As of fall 2005, the Maryland State Department of Education (MSDE) has not yet identified how schools and schools systems will be accountable for IPT results, nor have they released any results. In addition, MSDE is exploring other assessments of English proficiency that may be incorporated into the state's accountability system. Until these decisions are finalized, it is not possible to display or describe the results of this assessment.

# **Milestone: All students will successfully complete algebra by the end of Grade 9 and geometry by the end of Grade 10.**

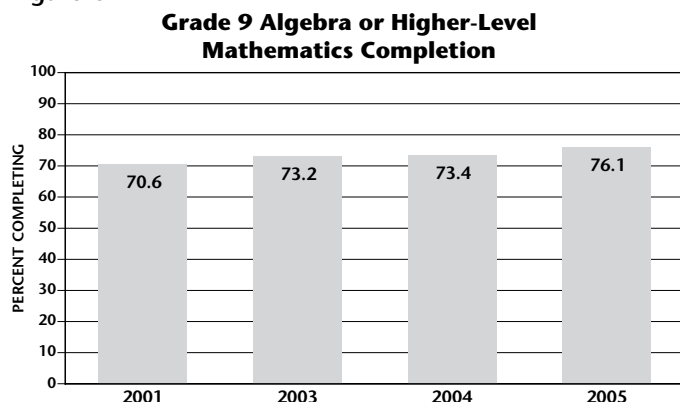
## **DATA ★ POINT**

### **Algebra and geometry enrollment and course completion**

To prepare all students to live and work in the highly technological environment of the 21st century, MCPS encourages all students to pursue higher-level mathematics and science courses. Success in Algebra 1 is necessary to gain access to higher-level mathematics and science courses, as well as to prepare for the mathematics portion of the SAT.

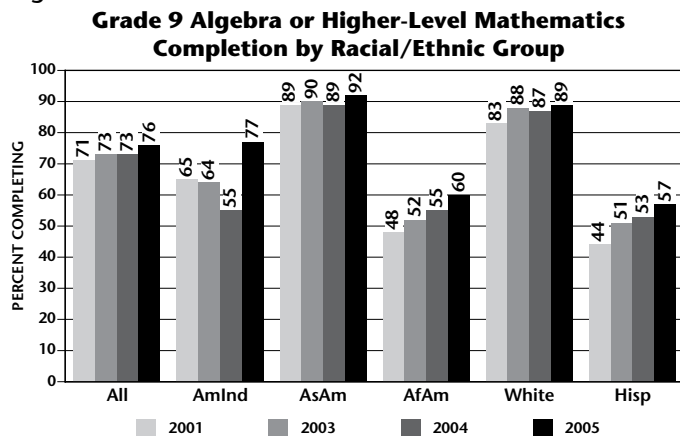
Countywide, the successful completion of Algebra 1 or a higher-level mathematics course by the end of Grade 9 during 2005 increased 5.5 percentage points since the baseline year of 2001 (Figure C-1).

**Figure C-1**



The overall completion rate within racial/ethnic groups has steadily increased for all groups of students since the baseline year of 2001. African American and Hispanic students (with increases of 12 and 13 percentage points, respectively) showed the largest gains (Figure C-2).

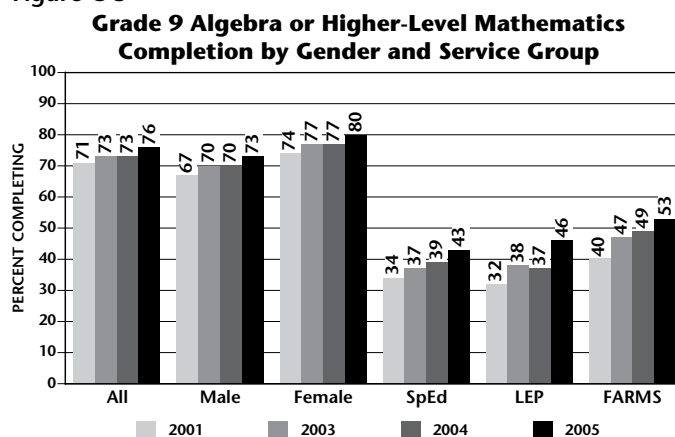
**Figure C-2**



The completion rate for male and female students increased similarly. All students receiving special services

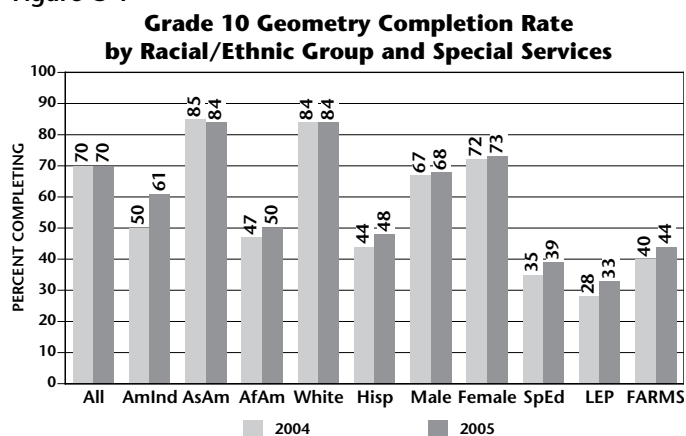
showed an increase in the percentage completing Algebra 1 or higher-level mathematics, by Grade 9, with limited English proficient (LEP) and Free and Reduced-Price Meals System (FARMS) students making the greatest gains since 2001 (Figure C-3).

**Figure C-3**



The successful completion of geometry or higher-level mathematics by the end of Grade 10, remained stable for all students during the 2005 school year. Among racial/ethnic groups, American Indian, African American and Hispanic students had the greatest increase in completion rates. Female students continued to successfully complete geometry or higher-level mathematics at a rate slightly higher than male students. Among students receiving special services, LEP students had the greatest increase in completion rate, while FARMS students had the highest completion rate (Figure C-4).

**Figure C-4**



# **Milestone:** All schools will increase participation and performance of all students taking the SAT.

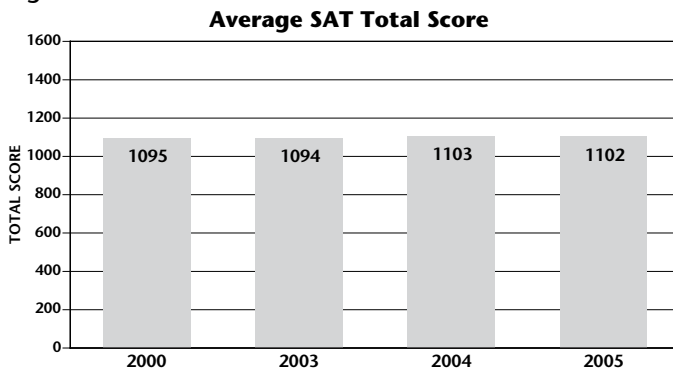
## **DATA ★ POINT**

### **SAT participation and scores**

The SAT is a measure of student readiness for college-level work, designed to evaluate attainment of skills considered essential for academic success in college. It is used by many colleges and universities in admissions decisions, as well as determining the need for remedial course work. MCPS is committed to improvements in SAT performance and participation rates among all students as a means to ensure opportunities for further academic pursuits after high school. Information about SAT performance and participation can also be used to develop individual student course schedules, design preparation programs for students, and influence classroom activities in all disciplines.

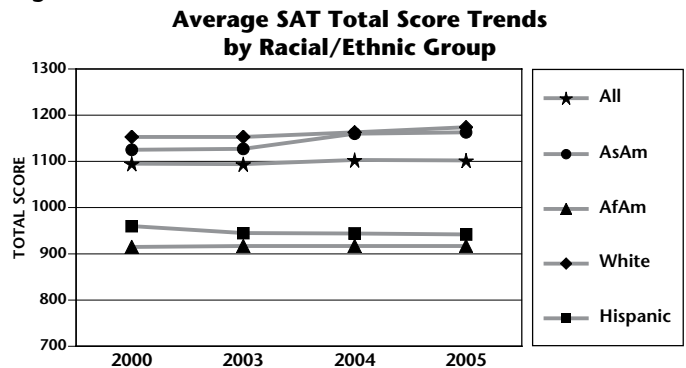
In 2005, MCPS achieved a significant milestone—the overall average SAT total score of 1102 was above 1100 for the second time in MCPS history. This performance was an increase of 7 points from the baseline year of 2000 (Figure D-1).

**Figure D-1**



The average performance of racial/ethnic subgroups on the SAT has remained fairly consistent since 2000. In 2005 the average SAT total score for racial/ethnic subgroups was 917 for African American, 1163 for Asian American, 1174 for White, and 942 for Hispanic. The difference in performance among racial/ethnic subgroups on the SAT continues to be an area for focused improvement efforts in MCPS. Hispanic students (with total test takers between 418 and 713 over the past four years) have experienced a slight drop in overall SAT performance since 2000 (Figure D-2).

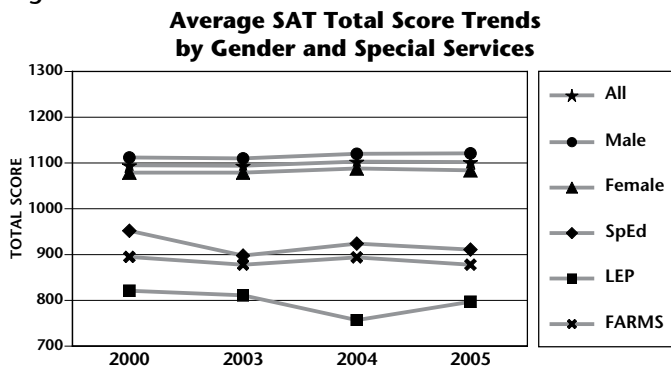
**Figure D-2**



Performance patterns on the SAT for students by gender and for students receiving special services also have remained relatively stable, except for LEP students, whose average score as well as number of students participating have fluctuated each year (Figure D-3). In 2005 the average SAT score for these subgroups were 1121 for males, 1084 for females, 878 for students receiving FARMS services, 911 for special education students, and 797 for LEP students.

**Table D-1**

SAT Participation Rates								
	2000		2003		2004		2005	
	N	%	N	%	N	%	N	%
All	5862	72.9	6762	73.5	6892	73.1	7355	76.5
Am. Indian	11	50	15	68.2	10	71.4	21	75.0
Asian Am	1054	84.1	1167	84.3	1218	84.6	1308	88.0
African Am	971	59	1111	64.3	1165	60.7	1382	66.9
White	3408	81	3947	81.5	3933	82.7	3931	84.4
Hispanic	418	46.1	522	42.5	566	43.4	713	51.8
Male	2704	69	3229	70.5	3271	70	3553	73.5
Female	3158	76.7	3533	76.4	3621	76.1	3802	79.6
Spec Ed	292	39.4	369	41.6	342	38.3	379	46.0
LEP	142	33.2	75	19.2	104	25.9	196	38.8
FARMS	440	50.9	428	45.4	500	48.8	555	54.5

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT****MILESTONE** All schools will increase participation and performance of all students taking the SAT.**Figure D-3**

In addition to examining SAT performance, MCPS also monitors participation in SAT testing by looking at the number of seniors taking the test and the percentage of the total group that is represented in SAT testing. In 2005 the percentage of students participating in SAT testing increased for all subgroups (Table D-1). The actual number of students taking the SAT also has increased since 2000 for every subgroup.

# **Milestone: All schools will eliminate the disproportionate suspension rate of African American and Hispanic students.**

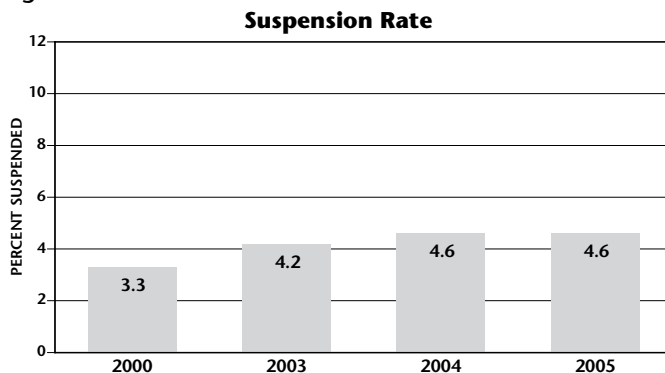
## **DATA ★ POINT**

### **Suspension data**

MCPS is committed to creating and maintaining learning environments in all schools that are safe and conducive to learning. Of greatest importance to every child's learning is access to a rigorous curriculum, which is accomplished through regular attendance and participation. MCPS has initiated strategies that both encourage attendance and participation and work toward reducing suspensions. Among the strategies are the implementation of character education programs, as well as models that help students learn about the consequences of conflict, exercising self-discipline, and developing self-management skills. MCPS is committed to eliminating all disproportionate suspension rates for African American and Hispanic students and has established a steering committee to address this area of concern. The Disproportionality Steering Committee will be reviewing current policies and practices that may be contributing to the disproportionate identification of students with disabilities based on race and ethnicity; placement within particular educational settings; and incidence, duration, and type of disciplinary actions, including suspension and expulsion.

Countywide, the rate of out-of-school suspensions of at least one day has gradually increased since the baseline year of 2000, from 3.3% to 4.6% in 2005 (Figure E-1).

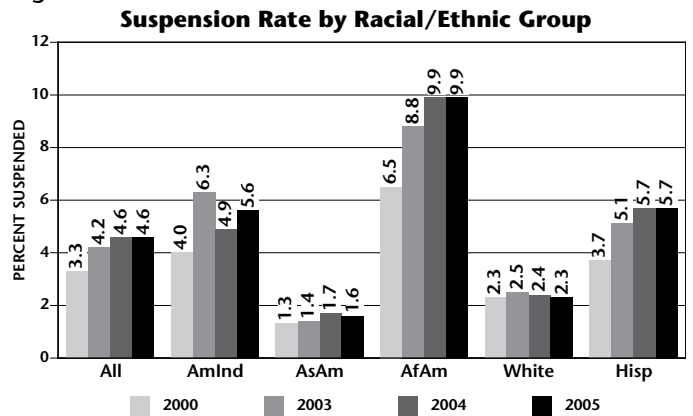
**Figure E-1**



Data for 2005 show that, within racial/ethnic groups, African American, Hispanic, and American Indian students have higher suspension rates than White and Asian American students.

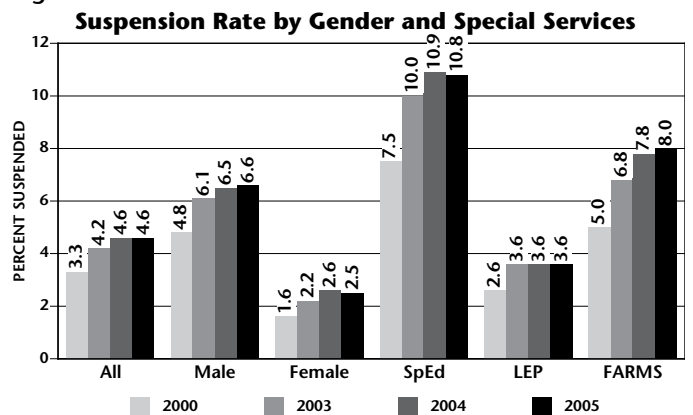
can students (the small number of American Indian students in part effects this rate) (Figure E-2). Suspension rates for African American and Hispanic students gradually increased from 2000 to 2004, but remained stable in 2005. Suspension rates for Asian American and White students have been fairly steady since 2000 (Figure E-2).

**Figure E-2**



Male students were suspended at approximately twice the rate of female students. Among students receiving special services, special education students were suspended at a higher rate than LEP and FARMS students (Figure E-3). Since 2004 a slight increase occurred in suspension rates for FARMS students, a slight decrease for special education students, and no change for LEP students (Figure E-3).

**Figure E-3**



**Milestone:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

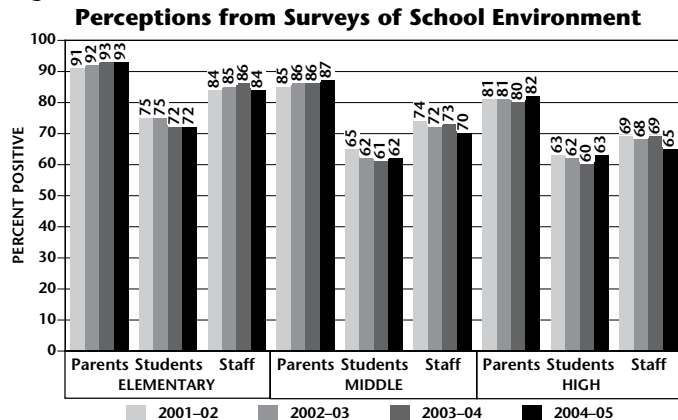
**DATA ★ POINT**

**Students, parents, and staff survey results**

The Montgomery County Surveys of School Environment for students, parents, and staff provide information about perceptions of school environments and factors that may influence MCPS's ability to provide an effective instructional program. The survey, in general, provides school quality measures that may be used by students, families, school staff, central office staff, and communities to monitor school performance, improve understanding of the educational environment, and collaborate to drive school improvement efforts.

Average positive responses regarding school safety and discipline by parents, students, and staff who responded to the Montgomery County Surveys of School Environment for 2002 through 2005 are generally consistent and are all above 60% (Figure F-1). Among respondents, parents tend to report the highest average positive perception for elementary, middle, and high schools. Staff members have the second highest positive perception for each school level.

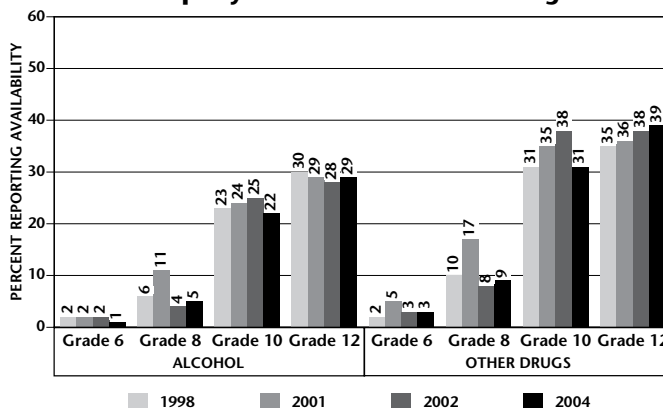
**Figure F-1**



Another measure for safe and drug-free schools is the Maryland State Department of Education's Maryland Adolescent Survey, which is typically administered every two years. Students in Grades 6, 8, 10, and 12 self-report on the availability of alcohol and other drugs on school property (Figure F-2).

**Figure F-2**

**Maryland Adolescent Survey on Availability on School Property of Alcohol and Other Drugs**



For the years reported in Figure F-2, availability rates are lowest for students in Grade 6 and rise as the grade level increases. In 2004, availability for all grades remained at similar levels as seen in previous years. For other drugs, availability on school property decreased for Grade 10, but increased slightly for all others.

# Milestone: All schools will meet or exceed the state's graduation requirements.

## DATA ★ POINT

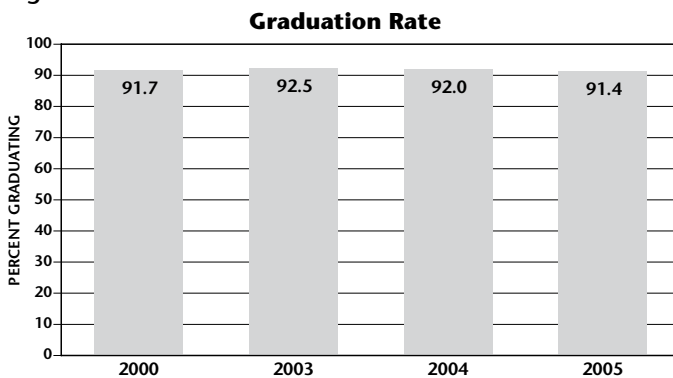
### Graduation rates

High school graduation rates are an important performance measure and are at least as important as test scores in assessing the performance of our school system. The Maryland State Department of Education (MSDE) has included high school graduation rate as a component of Adequate Yearly Progress (AYP). The Maryland State Board of Education has stated that, by 2014, all high schools, school systems, and the state should reach a graduation rate of 90%. The standard applies to all students, not individual groups of students. However, the graduation rate of individual groups of students can be a factor in determining some instances of AYP.

The graduation rate is calculated by MSDE as an estimated cohort group. It is calculated by dividing the number of high school graduates by the sum of students in that class who dropped out in each of the previous four years plus the number of high school graduates.

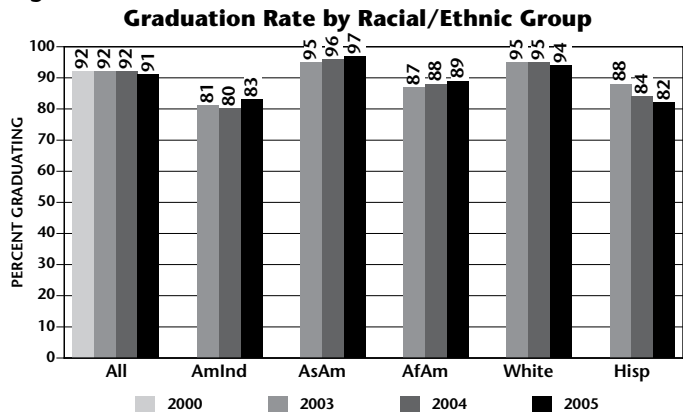
Countywide, MCPS has met the MSDE standard of 90% for its graduation rate since 2000 (Figure G-1).

Figure G-1



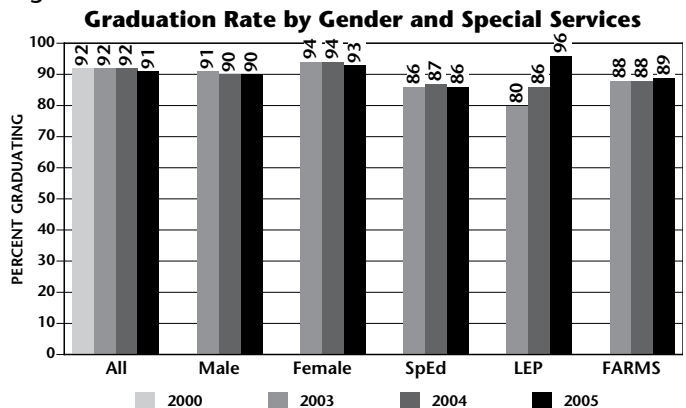
The 2005 graduation rate for each student group ranged from 82% to 97%. Among student groups, Asian American, White, male, female, and LEP students met the 90% standard (Figure G-2, Figure G-3).

Figure G-2



MSDE began calculating the graduation rate by student group in 2002. There has been little variation in the graduation rates within each student group over the past three years, except for Hispanic students, whose rate dropped by approximately 6 percentage points (Figure G-2) and for LEP students, whose rate increased by approximately 16 percentage points (Figure G-3).

Figure G-3





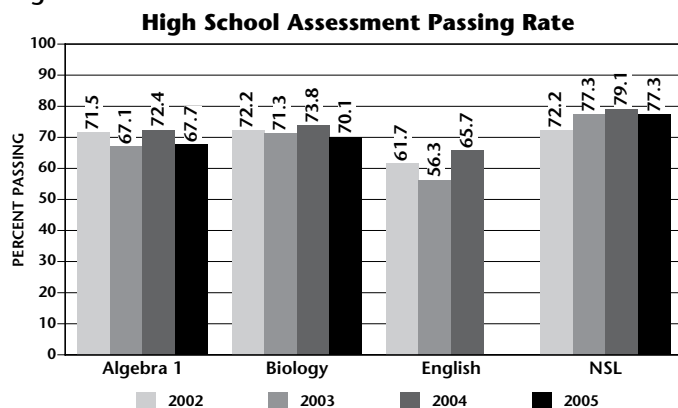
**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT****MILESTONE** All schools will meet or exceed the state's graduation requirements.**DATA ★ POINT****High School Assessments**

MSDE currently uses the Maryland High School Assessment (HSA) to measure individual student achievement and overall school performance in Algebra 1, Biology, English II, and National, State, and Local Government (NSL). Maryland public school students must take the HSA after they complete the appropriate high-school-level courses.

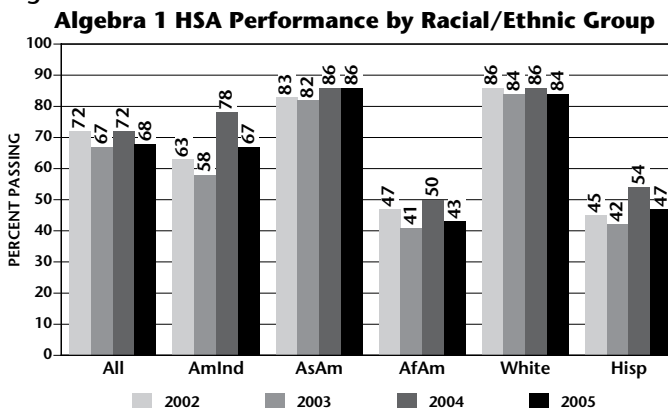
Between 2001–2002 and 2003–2004 the English HSA was administered after completion of English I (also known as English 9). Beginning in 2004–2005, the MSDE administered a new English II HSA, designed to replace both the English I HSA and the Grade 10 Maryland School Assessment (MSA) in reading.

Students originally enrolled in a graduating class prior to 2009 must only participate in each HSA. Students in the graduating class of 2009, current Grade 9 students, and beyond are required to earn a minimum or passing score on each HSA in order to receive a Maryland high school diploma. Students who earn a minimum score on any individual HSA must also successfully achieve the cumulative total combined score option on all HSAs. The cumulative total combined score will be released along with English II HSA results.

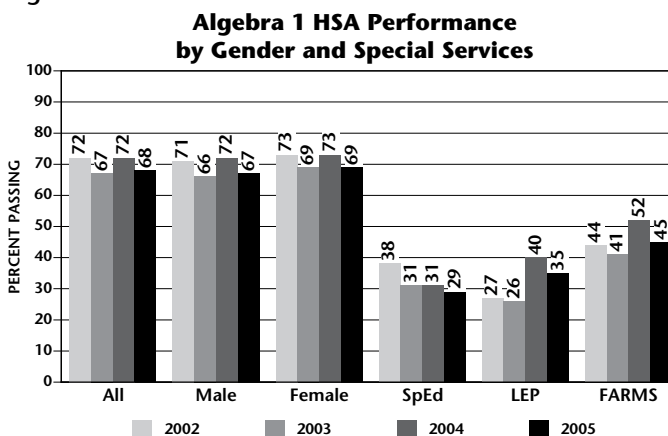
The 2005 countywide overall percentage of students passing the HSA in Algebra 1, Biology, and NSL was lower than in 2004 (Figure H-1).

**Figure H-1**

The 2005 Algebra 1 HSA passing rates of American Indian, African American, White, and Hispanic students were lower than the 2004 HSA passing rates (Figure H-2). The 2005 Algebra 1 passing rates of males and females and students who receive services for special education, limited English proficiency (LEP), or Free and Reduced-Price Meals System (FARMS) were higher than the 2004 passing rates (Figure H-3).

**Figure H-2**

The 2005 Biology HSA passing rates for students of all races/ethnicities were lower than the 2004 passing rates (Figure H-4). The 2005 Biology passing rates of males and females and of students who received services for special education or FARMS were lower than the 2004 passing rates (Figure H-5). The 2005 Biology passing rates of students who received LEP services were higher than the 2004 passing rates (Figure H-6).

**Figure H-3**

The 2005 NSL HSA passing rates of Hispanic students were higher than the 2004 passing rates. However, the 2005 NSL passing rates of American Indian, Asian American, and African American students were lower than the 2004 passing rates (Figure H-6). The 2005 NSL passing rates of males, females, and students who received special education services were lower than the 2004 passing rates (Figure H-7). The 2005 NSL HSA passing rates of students who received LEP services were higher than the 2004 passing rates (Figure H-7).

# GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

**MILESTONE** All schools will meet or exceed the state's graduation requirements.

Figure H-4

## Biology HSA Performance by Racial/Ethnic Group

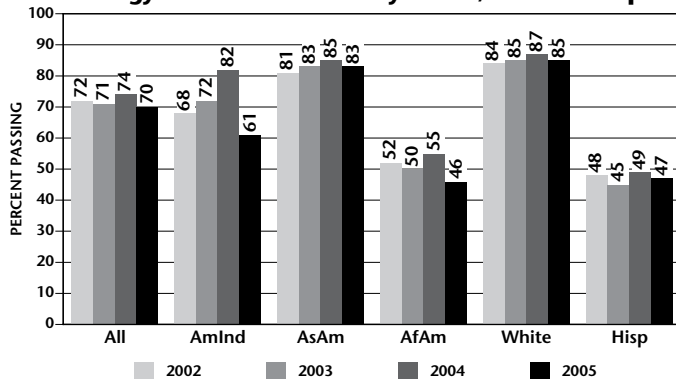


Figure H-6

## NSL HSA Performance by Racial/Ethnic Group

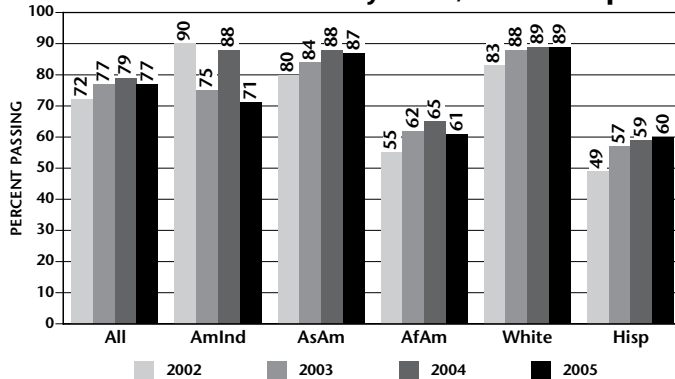


Figure H-5

## Biology HSA Performance by Gender and Special Services

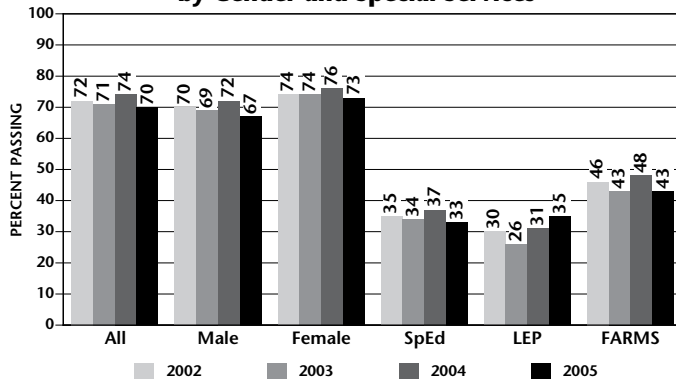
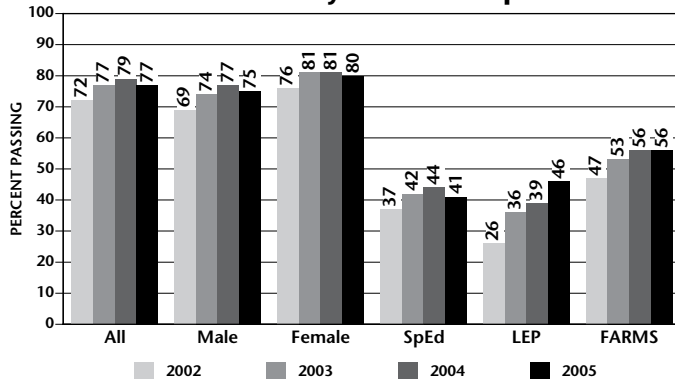


Figure H-7

## NSL HSA Performance by Gender and Special Services



# Milestone: All students will graduate prepared for postsecondary education or employment.

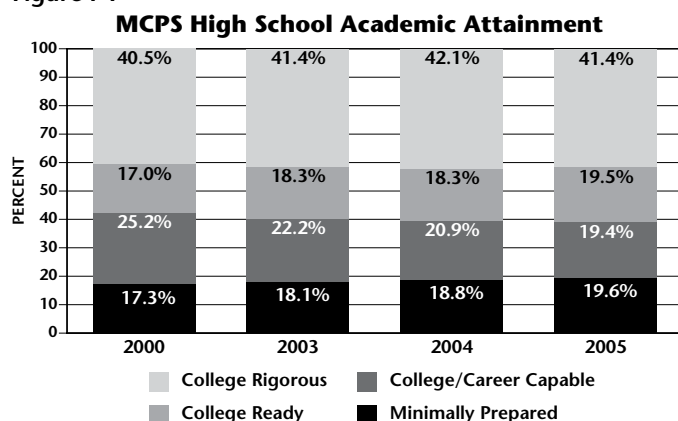
## DATA ★ POINT

### High School Academic Attainment measures

The High School Academic Attainment (HSAA) model was designed to monitor schools' progress toward meeting system targets designed to increase the rigor for all high school students, reduce the need for college remediation, and improve MCPS graduates' chances of successfully completing their college degrees. HSAA is a four-category system that reflects the rigor of the courses of study completed by each graduating class. The four categories—College Rigorous, College Ready, College/Career Capable, and Minimally Prepared—correspond to high school program completion indicators reported by the Maryland State Department of Education (MSDE) and to the academic requirements for taking college-credit courses in the public colleges in Maryland.

Since the Class of 2000 between 40% and 42% of MCPS graduates are in and continue to be in the College Rigorous category (Figure I-1). While HSAA data have not changed substantially since 1999–2000, small increases have occurred in the College Ready and Minimally Prepared categories and small decreases have occurred in the College/Career Capable category.

Figure I-1



In 2004–2005, a total of 38% of males and 45% of females fell in the College-Rigorous category (Figure I-2). Comparisons by race/ethnicity show that in 2004–2005, 16% of African American, 60% of Asian American, 15% of Hispanic, and 54% of White students were in the College Rigorous category (Figure I-3). For students receiving special services, in 2004–2005, 15% of students receiving FARMS, 9% of students receiving special education services, and 8% of LEP students were classified in the College Rigorous category (Figure I-4).

Figure I-2

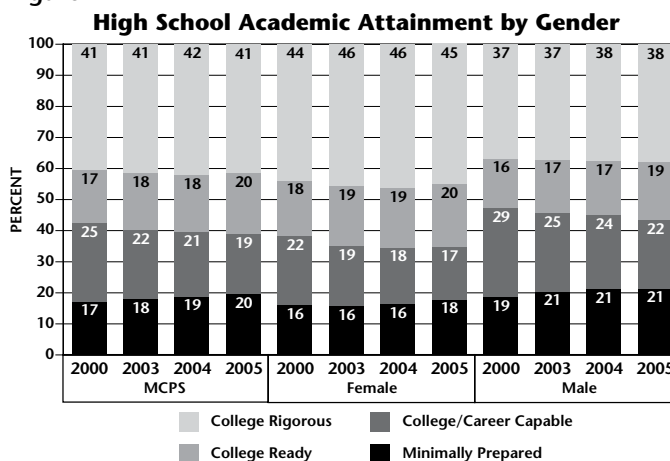


Figure I-3

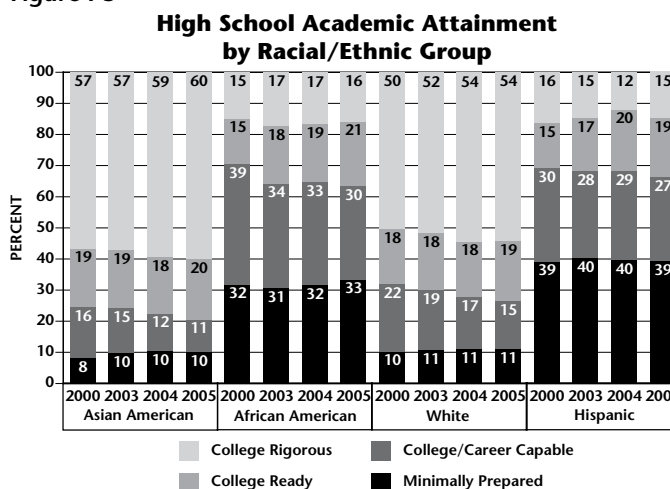
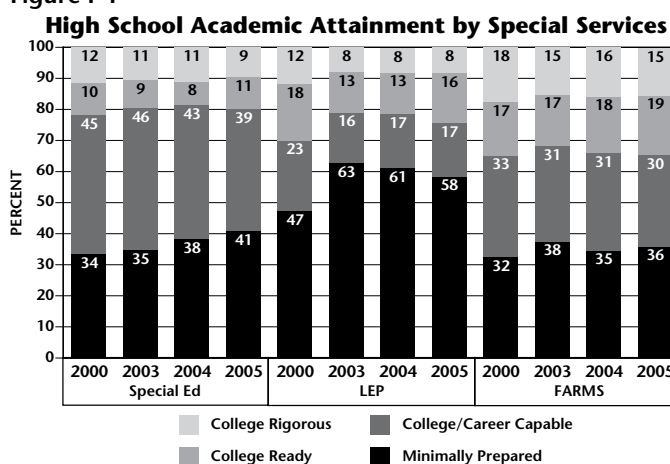


Figure I-4



# GOAL TWO: Provide an Effective Instructional Program



Providing a world-class education is dependent upon the creation and implementation of a rigorous curriculum, an effective instructional delivery system, and a quality assessment program. A consistent, congruent continuum of curriculum, instruction, and assessment is essential to student achievement. Through systemic programmatic reform in the school system, MCPS has designed and developed an infrastructure for supporting student achievement.

Goal Two encompasses the following milestones and accompanying data points.

Milestone	Data Point
<b>M</b> All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.	<ul style="list-style-type: none"> <li>★ Enrollment in pre-K and full-day kindergarten</li> <li>★ CTBS Grade 2</li> <li>★ MCPS-AP Reading (pre-K–2)</li> <li>★ MCPS-AP Math (pre-K–2)</li> </ul>
<b>M</b> All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.	<ul style="list-style-type: none"> <li>★ Gifted and Talented Screening (Grade 2)</li> <li>★ Honors/Advanced Placement enrollment</li> <li>★ Advanced Placement scores</li> </ul>
<b>M</b> MCPS will eliminate the disproportionate representation of African American students in special education.	<ul style="list-style-type: none"> <li>★ Special education enrollment data</li> </ul>
<b>M</b> All schools will provide students with disabilities access to general education to the maximum extent appropriate.	<ul style="list-style-type: none"> <li>★ Special education students receiving services in general education</li> </ul>
<b>M</b> All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.	<ul style="list-style-type: none"> <li>★ Promotion</li> <li>★ Attendance</li> <li>★ Dropout data</li> </ul>

**Milestone:** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

**DATA ★ POINT**

## Enrollment in pre-K and full-day kindergarten

A high-quality prekindergarten program contributes to academic achievement in kindergarten and provides the foundation for success throughout elementary school. MCPS is committed to increasing prekindergarten opportunities to ensure that students most at risk receive the benefit of the Early Success Performance Plan. MCPS has also been expanding full-day kindergarten opportunities and will provide full-day kindergarten in all elementary schools by 2008, as required by the Bridge to Excellence in Public Schools Act.

In 2005, 2,328 children were served in MCPS pre-K programs (including special education preschool programs) and 600 children were served in federal Head Start. Countywide, the number of children enrolled in MCPS preschool programs has steadily increased to 2,928 since the baseline year of 2000. Overall, this represents an increase of more than 30% (Figure J-1). Enrollment in half-day kindergarten continues to decline (Figure J-2) as the number of schools offering full-day kindergarten increases (Figure J-3).

Figure J-1

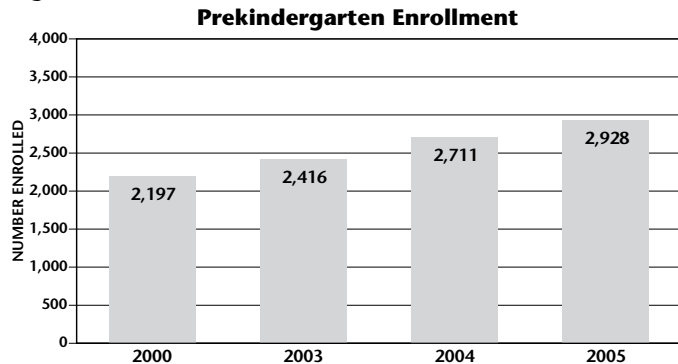


Figure J-2

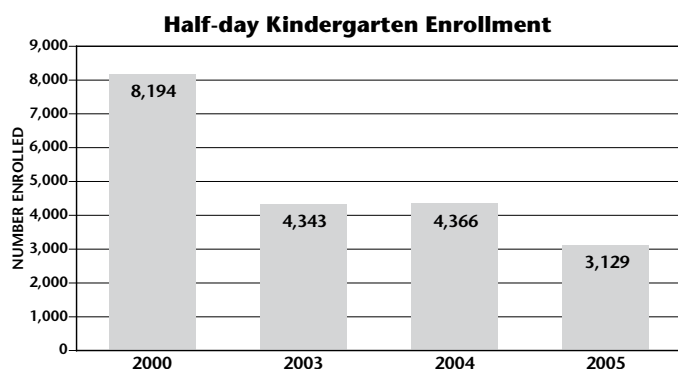
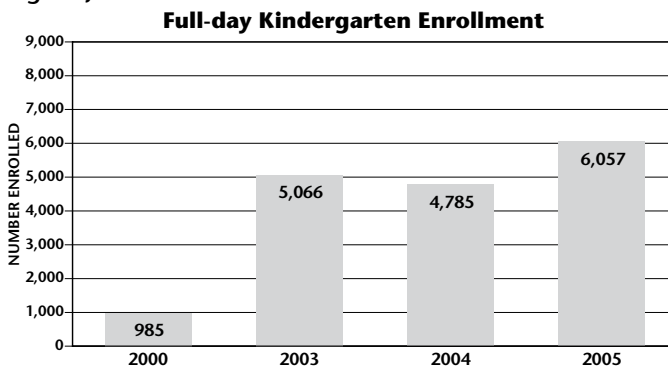


Figure J-3



The demographic makeup of prekindergarten programs has remained stable since the baseline year of 2000, with a small increase in the enrollment of African American and Hispanic students, increasing from 29% to 34% and 37% to 41%, respectively (Figure J-4). Prekindergarten programs are provided at those schools with the greatest concentration of poverty and racial/ethnic diversity (Figure J-5).

Figure J-4

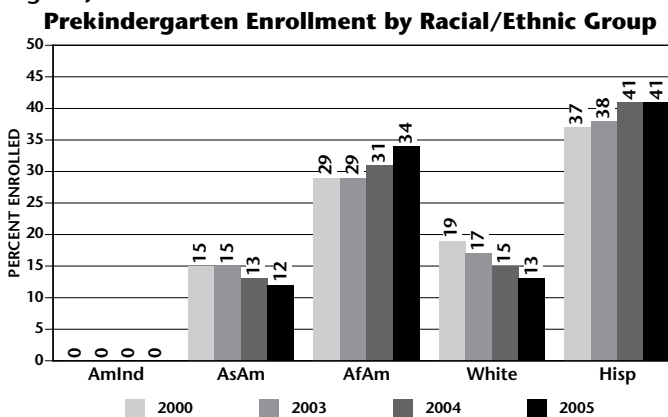
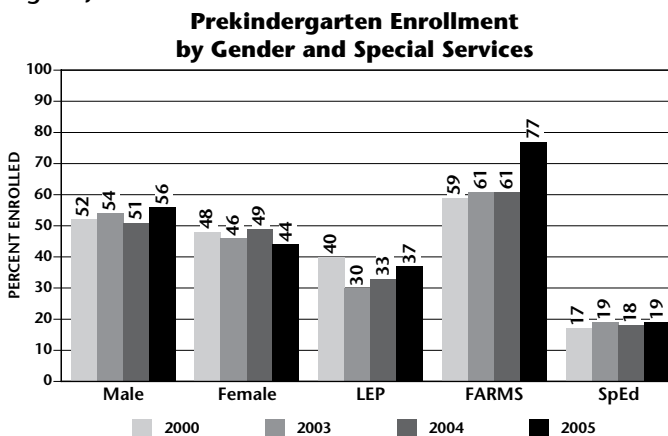


Figure J-5



## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

During the baseline year of 2000, full-day kindergarten was offered at schools most impacted by poverty and language differences (Figures J-6 and J-7). During the subsequent four years, full-day kindergarten has been expanded to a total of 93 schools. As full-day kindergarten continues to expand, the demographics will more closely mirror those of MCPS as a whole.

Figure J-6

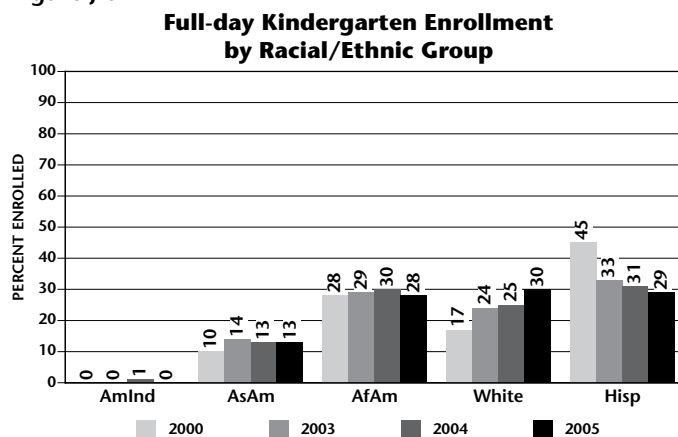
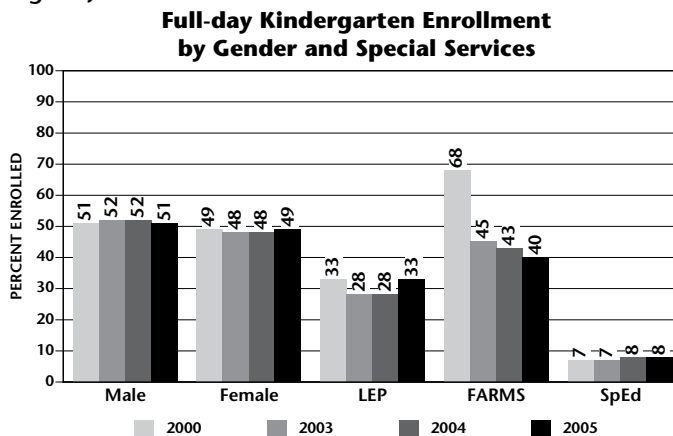


Figure J-7



## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

### DATA ★ POINT

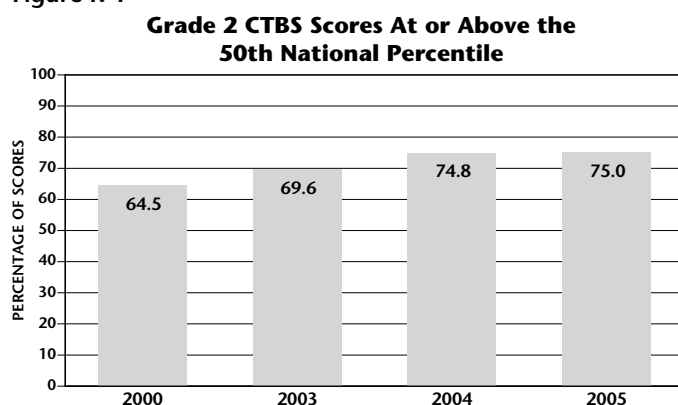
#### CTBS Grade 2

MCPS uses the TerraNova Comprehensive Tests of Basic Skills (CTBS) at Grade 2 as an outcome measure for its Early Success Performance Plan. CTBS measure basic reading, language, and mathematics skills and provide comparative information of how Grade 2 students are performing relative to the performance of students in the CTBS national norming samples.

CTBS results are reported as national percentile ranks. For example, if a student earned a percentile rank of 80 on the reading subtests, it means that the student performed better than 80% of students in the national sample. The performance indicator for the Grade 2 CTBS is the percentage of CTBS scores across all five subtests that are at or above the 50th national percentile (NP) rank or the national average.

Record levels of achievement on the CTBS occurred in 2005 after steady increases from the baseline year of 2000 (Figure K-1). Results from 2005 reveal that 76% of Grade 2 scores were at or above the national average, compared with 75% the prior year and 65% four years ago. With more than 9,600 students in Grade 2 during 2005, MCPS achieved excellent median national percentile ranks, ranging from the 68th median national percentile in language to the 90th median national percentile in mathematics computation, the highest ever performance on the test.

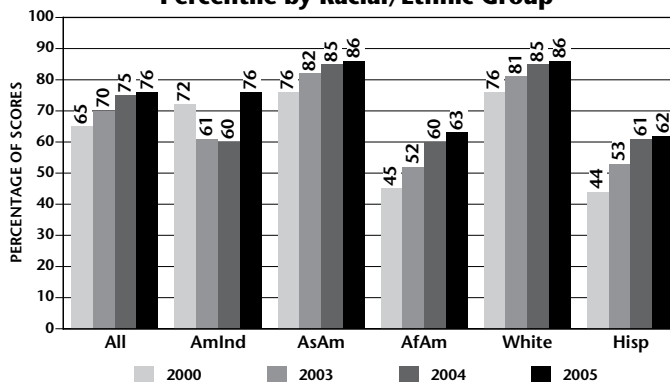
Figure K-1



Since the baseline year of 2000, significant gains were made by nearly all students. Within racial/ethnic subgroups, the percentage of scores at or above the national average increased for all groups (Figure K-2). For African American and Hispanic students, the percentage of scores above the national average increased from approximately 45% to 62% since the baseline year of 2000, narrowing the gap between the performance of those two groups of students and the performance of Asian American and White students.

Figure K-2

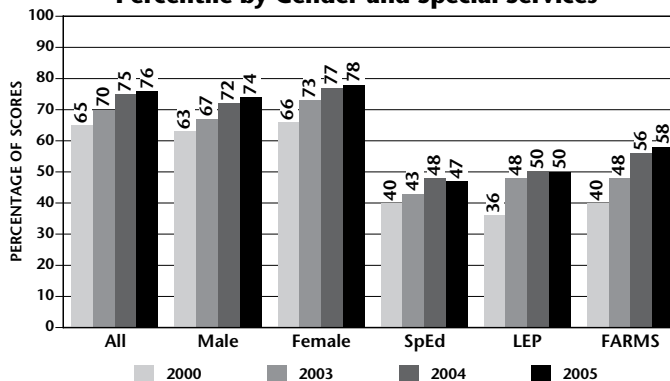
#### Grade 2 CTBS Scores At or Above the 50th National Percentile by Racial/Ethnic Group



Male and female students as well as students receiving special services showed increases in the percentage of scores above the national average (Figure K-3). Female Grade 2 students consistently perform better than their male counterparts. Students receiving special services have all made significant gains since the baseline year. The percentage of scores above the national average increased the most for students receiving FARMS services, with a gain of 18 percentage points. The percentage of scores above the national average increased 14 percentage points for LEP students.

Figure K-3

#### Grade 2 CTBS Scores At or Above the 50th National Percentile by Gender and Special Services





## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

### DATA ★ POINT

#### MCPS-AP Reading (pre-K–2)

The MCPS Assessment Program in Primary Reading (MCPSAP-PR) is a locally developed assessment that provides formative information to help teachers, schools, and the district monitor students' reading progress from prekindergarten through Grade 2. The stated goal of this assessment program is to provide continuous confirmation of students' reading development including accuracy, oral reading fluency, and comprehension. The MCPSAP-PR consists of two components—foundational reading skills and reading proficiency. For kindergarten, the benchmark is for students to read a level 3 text with 90% or higher accuracy. Grade 1 students must read a level 16-18 text with 90% or higher accuracy and a score of 80% or higher on oral comprehension. The Grade 2 benchmark is for students to read a level M text with 90% or higher accuracy, a score of 80% or higher on oral comprehension, and a score of 2 or 3 for written comprehension, which represents partial or essential understanding of the text.

A pilot implementation of a new reading assessment program for kindergarten through Grade 2 began during the 2004–2005 school year. This new assessment is known as mCLASS Reading 3D and infuses the MCPSAP-PR with new and revised foundational assessments as well as literary and informational reading texts. Coupled with handheld wireless technology, teachers have the ability to assess students more quickly and with greater accuracy to ensure more time is spent on instruction. Teachers have quick access to the assessment scores of students ensuring data are available to improve their instructional delivery. The mCLASS 3D reading benchmarks for students in kindergarten, Grade 1, and Grade 2 are consistent with those on the original MCPSAP-PR.

A total of 19 elementary schools were selected as pilot sites for the implementation of the mCLASS Reading 3D initiative. These schools participated in the MCPSAP-PR during the fall of 2004 and mCLASS Reading 3D in the winter and spring. The charts below reflect the spring performance of students enrolled in kindergarten through Grade 2 participating in both the MCPSAP-PR and mCLASS Reading 3D. During the 2005–2006 school year all students in kindergarten through Grade 2 will participate in the new mCLASS reading assessment except those students enrolled at Reading First schools.

Students have shown continual improvement in reaching these reading benchmarks in kindergarten through Grade 1 since 2002. In 2005, 81% of kindergarten students and 76% of Grade 1 students met or exceeded the appropriate grade level benchmarks. Grade 2 students continue to excel and maintained their performance from the 2003–2004 school year (Figure L-1).

Figure L-1

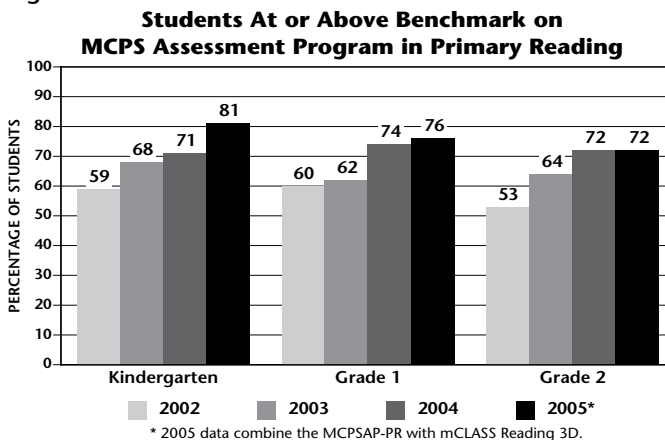


Figure L-2

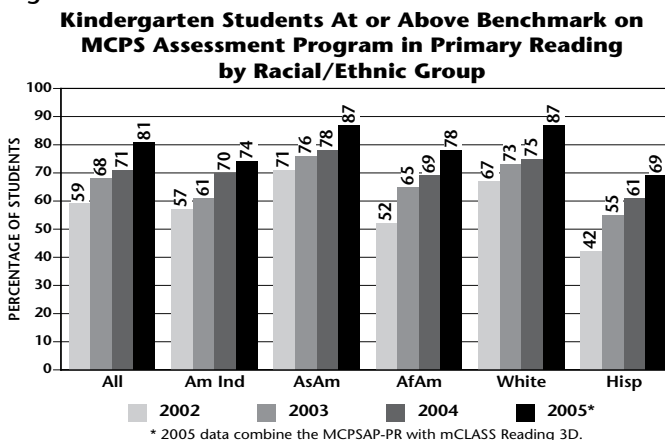
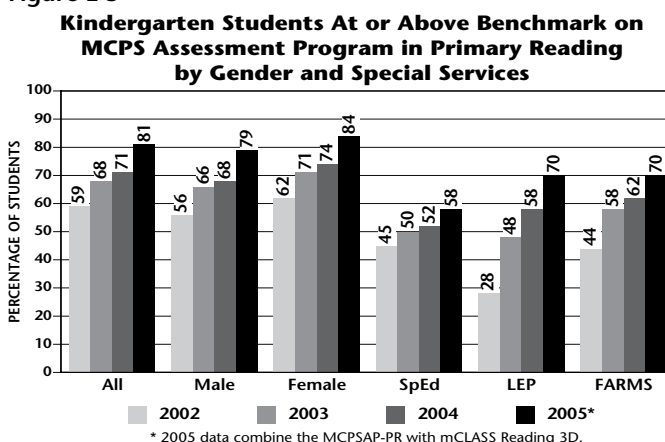


Figure L-3



The impact of the Early Success Performance Plan continues to be most striking in kindergarten as 81% of students met the end-of-year text reading benchmark. This improvement from past years is directly related to a number of programmatic changes influencing the progress of our youngest learners. These initiatives include a focus on a revised prekin-



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

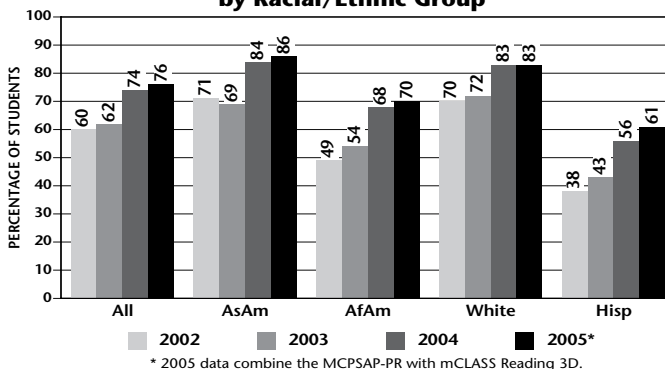
dergarten curriculum, instructional program and diagnostic assessments, prekindergarten reading standards aligned with the Maryland Voluntary State Curriculum, continued professional development for teachers, and an additional 17 schools participating in full-day kindergarten. A total of 73 schools throughout MCPS now have a full-day kindergarten program. Given these refinements the kindergarten reading benchmark will be revisited during the 2005–2006 school year to ensure that assessment standards continue to challenge our students and instructional programs to new levels of excellence.

While gaps in achievement among various subgroups remained fairly consistent given student performance in 2003–2004, the percentage of students at or above benchmark continues to improve for all subgroups since the 2002 baseline year (Figures L-2 and L-3). For the first time since the inception of these local assessments, the percentage of kindergarten students at or above the kindergarten reading benchmark exceeded 80%. Substantial increases from 2004 arose as 87% of White and Asian American students met or exceeded the kindergarten reading benchmark. African American kindergarten student performance also grew substantially to 78%. The performance of Limited English Proficient (LEP) students also increased substantially to 70%. This reflects a 12% increase in LEP students meeting the end-of-year kindergarten benchmark from the previous school year. The performance of students receiving special education and Free and Reduced-price Meals Services (FARMS) also improved from the 2003–2004 school year with an 8% and 6% increase respectively.

An examination of the reading performance in Grade 1 reveals that the percentage of students at or above the Grade 1 reading benchmark remained consistent with the performance results from 2004 for all racial/ethnic subgroups with a slight increase for Hispanic students. Results of other Grade 1 subgroups reveal that LEP students had the largest percentage increase from 2004—from 44% to 54%. Smaller growth was evidenced among students receiving FARMS—from 57% to 61%. The percentage of Hispanic students and students receiving special services achieving the end-of-year benchmark remains lower than Grade 1 students as a whole, Asian American, and White students (Figures L-4 and L-5).

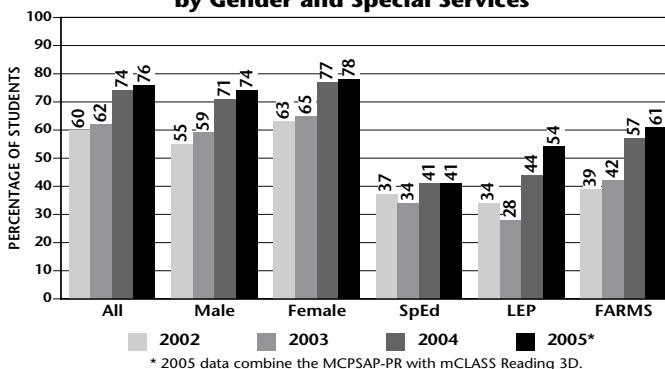
**Figure L-4**

**Grade 1 Students At or Above Benchmark on MCPS Assessment Program in Primary Reading by Racial/Ethnic Group**



**Figure L-5**

**Grade 1 Students At or Above Benchmark on MCPS Assessment Program in Primary Reading by Gender and Special Services**



The performance of Grade 2 students remained flat for all subgroups from 2003–2004. The percentage of Asian American and White students continues to surpass that of other subgroups as 80% of students met the end of year reading benchmark. The percentage of African American, Hispanic, and students receiving special services remains much lower than Asian American, White, and MCPS as a whole. LEP students had the largest percentage gain of any subgroup from—from 33% to 40%. Special education and LEP students continue to have fewer than 50% of students who were at or above the benchmark level by the end of the 2004–2005 school year. (Figures L-6 and L-7).

## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

Figure L-6

### Grade 2 Students At or Above Benchmark on MCPS Assessment Program in Primary Reading by Racial/Ethnic Group

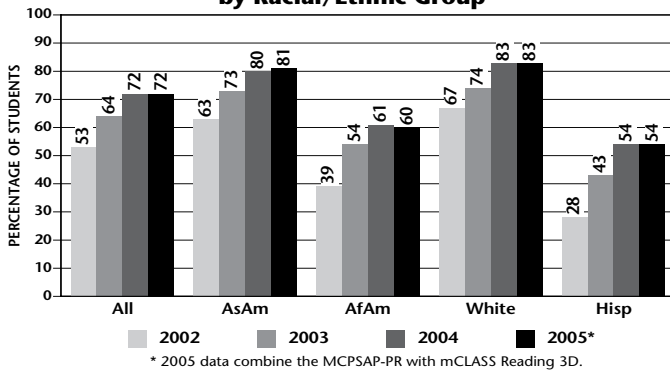
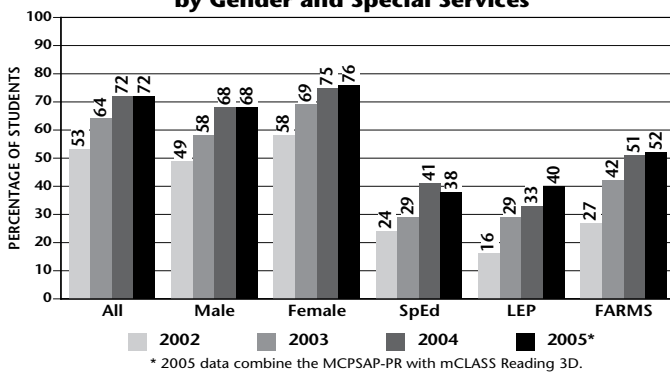


Figure L-7

### Grade 2 Students At or Above Benchmark on MCPS Assessment Program in Primary Reading by Gender and Special Services



**GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM**

**MILESTONE** All students will acquire the essential skills and knowledge to meet or exceed standards in reading and math by the end of Grade 2.

**DATA ★ POINT****MCPS-AP Math (pre-K–2)**

The MCPS Assessment Program in Mathematics was designed to align with the written and taught curriculum. The kindergarten performance assessments and the Grades 1 and 2 unit assessments were developed to measure a student's progress toward mastery of specific content knowledge, skills, and/or strategies. The primary use of the data collected from these assessments is to inform instruction and monitor student progress.

Each unit assessment measures the student's level of understanding for content standards taught in that unit. Summary information based on a student's performance on these six content standards over the course of all units taught is reported at the end of the school year. Students are identified as having minimal, partial, or complete understanding based on the percentage of items completed correctly.

These locally developed assessments have undergone revisions for several years, based on data collected from the schools. As the assessments stabilize and benchmark performance targets are set, it will be possible to report on this data point. However, for the 2004–2005 school year, it is not possible to describe student performance relative to established benchmarks for mathematics.

# **Milestone:** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

## **DATA ★ POINT**

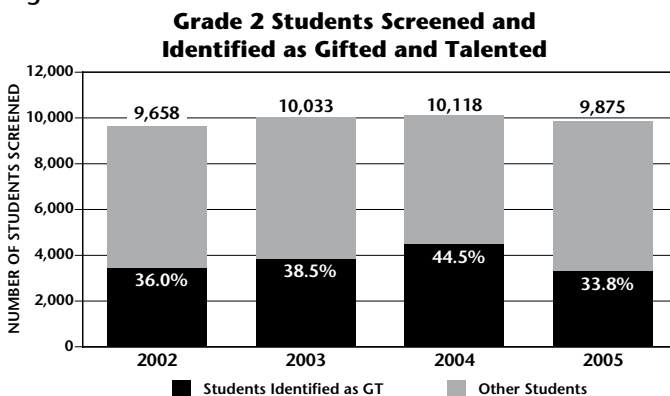
### **Gifted and Talented Screening (Grade 2)**

In compliance with Board of Education Policy IOA, *Gifted and Talented Education*, MCPS provides a continuum of gifted and talented programs and services for students that is aligned with the standards published by the National Association for Gifted Children. These programs include, but are not limited to, school-based services, the Schoolwide Enrichment Model, magnet and center programs, and the International Baccalaureate program. MCPS also provides center programs for students who are Gifted and Talented and Learning Disabled (GT/LD) as well as programs and services through Title I and the Program of Assessment, Diagnosis, and Instruction (PADI) that support students whose strengths may be masked by language, poverty, experience, or disability. However, students do not need to be identified as gifted and talented in order to receive gifted and talented services or to apply to a special program.

As required by Policy IOA, *Gifted and Talented Education*, all students are screened for gifted and talented services in the spring of their Grade 2 year. Multiple criteria are used, including parent nomination, MCPS achievement/performance data, teacher and staff recommendations, and other standardized assessment data.

Countywide, the number of Grade 2 students screened varied during this four-year span, reflecting system enrollment fluctuations (Figure M-1). At the same time, the percentage of students identified increased from 2002 to 2004. MCPS implemented changes in the global screening process during 2005, including re-norming the Advanced Progressive Matrices (Raven) assessment and replacing the out-of-print Test of Cognitive Skills with the CTB-McGrawHill InView. These changes resulted in fewer students identified as gifted and talented in 2005, but does not indicate a reduction in services.

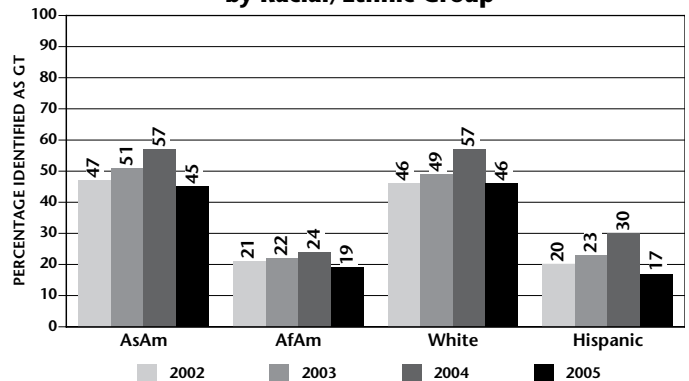
**Figure M-1**



The changes in global screening for 2005 caused a decline in the identification of students from all racial/ethnic groups. The decline in identification was greatest among Hispanic students and least among African American students (Figure M-2). The continuing disproportionality in identification remains a major focus for system improvement.

**Figure M-2**

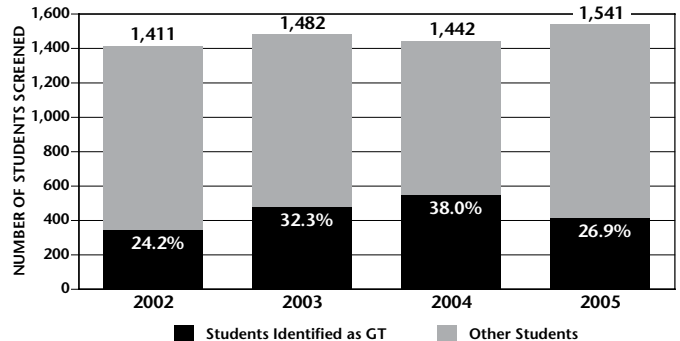
### **Students Identified as Gifted and Talented by Racial/Ethnic Group**



Beginning in 2002, MCPS allocated a .5 gifted and talented teacher position as part of an initiative at Title I schools. This initiative provides school staff with specialized training and resources dedicated to identifying potential strengths in students. The data from 2002–2004 indicate that identification increased in these schools by almost 14% (Figure M-3). The results for 2005 show a decrease similar to that of all schools as a result of the changes in the global screening process.

**Figure M-3**

### **Grade 2 Title I Students Screened and Identified as Gifted and Talented**



Until the changes took place in global screening for 2005, there were steady increases in the identification of African American and Hispanic students at the participating Title I schools (Figure M-4). For 2002 to 2004, there was a 3.9% systemwide gain in the identification of African American students, while within the Title I schools, there was a 10.1% gain. Similarly, for Hispanic students systemwide, the gain was 10.1%, with Title I schools demonstrating a gain of 17.6%. Systemwide, there was an 8.5% increase in stu-

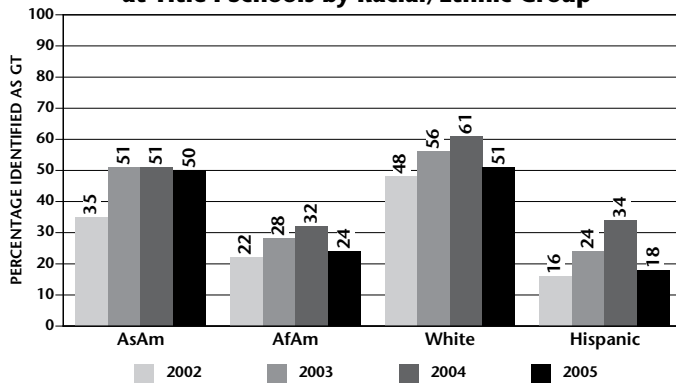
## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

dents identified and a 14.4% increase for all students in Title I schools. The decrease in overall gains from 2004 to 2005 reflects systemwide changes in the global screening process.

Figure M-4

### Students Identified as Gifted and Talented at Title I Schools by Racial/Ethnic Group



## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

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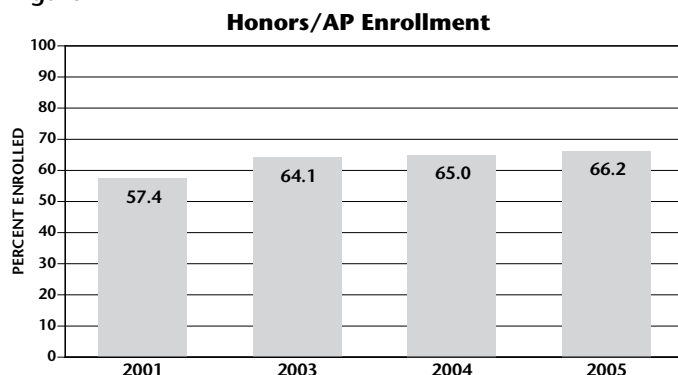
### DATA ★ POINT

## Honors/Advanced Placement enrollment

MCPS has undertaken efforts designed to prepare and encourage more students to stretch themselves academically and take the most challenging courses. Various systemwide and individual school initiatives have opened enrollment and encouraged more diverse student participation in Honors and Advanced Placement (AP) courses. Initiatives include creating a positive school climate that communicates high expectations for all students, informing and educating parents about rigorous academic programs, motivating students to participate in challenging course work, monitoring student progress, employing nontraditional methods of identification, and removing barriers to the recruitment and selection of students for enrollment in Honors and AP courses.

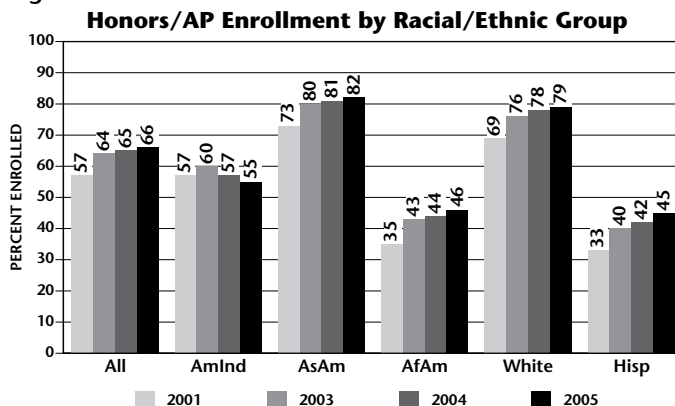
Countywide, the percentage of students enrolled in Honors and AP courses has risen steadily since the baseline year of 2001 (Figure N-1).

Figure N-1



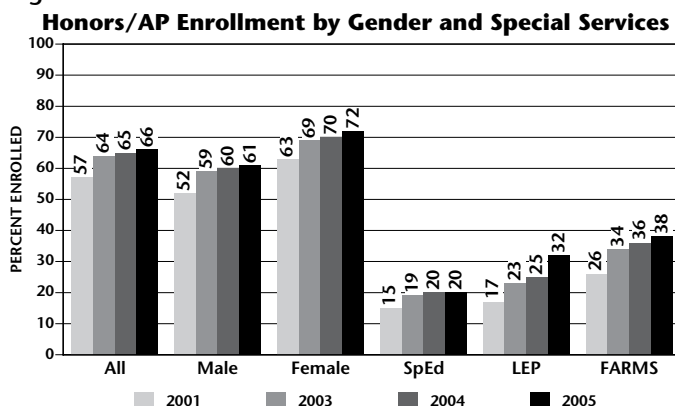
During 2005, county-level data indicate there was great variation in Honors/AP enrollment among the different student groups. Asian American students had the highest enrollment rate at 81.9% (Figure N-2) and special education students had the lowest enrollment rate at 20.3% (Figure N-3).

Figure N-2



There have been increases in enrollment in Honors/AP courses since the baseline year of 2001 in each racial/ethnic group, except for American Indian. Additionally, Asian American and White students continue to have consistently higher enrollment rates in Honors/AP courses than African American, Hispanic, and American Indian students (Figure N-2).

Figure N-3



There have been increases in enrollment rates for both male and female students since 2001, with female students having a consistently higher enrollment rate than male students. Among students receiving special services, steady increases have been made since 2001, with enrollment among students receiving FARMS services increasing by more than 12 percentage points and among limited English proficient students increasing by more than 15 percentage points (Figure N-3).

## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

### DATA ★ POINT

## Advanced Placement scores

The AP exam is a measure of student readiness for college-level work that is used by colleges for possible course credit and advanced placement. Annual reports provide a summary of participation and success in college-level course work, as measured by achieving a score of 3 or higher on the AP exam. Many students take more than one AP exam annually.

During the 2004–2005 school year, 10,389 MCPS high school students took at least one AP exam; this is a notable increase from the 4,597 students who took at least one exam in 1999–2000. The percentage of all high school students taking at least one AP exam also has grown from 12.5% in 1999–2000 to 23.6% in 2004–2005 (Table O-1).

The increase in the percentage of students taking at least one AP exam occurred for most student subgroups. The percentage of African American and Hispanic students as well as students receiving LEP and FARMS services have more than doubled. There also has been an increase in the percentage of Asian American and White students taking at least one AP exam. While there has been an increase in the percentage taking AP exams, there continues to be a gap between different subgroups who participate in the AP program.

The College Board suggests AP exam scores of 3 or higher should qualify students to receive college credit or advanced placement. The number of students who scored at least one 3 on an AP exam increased from 3,919 in 1999–2000 to 8,216 in 2004–2005. However, as the number of students has increased, the percentage of tested students receiving a 3 or higher decreased slightly from 85.3% in 1999–2000 to 79.1% in 2004–2005 (Figure O-1). The percentage of students achieving a 3 or higher has dropped slightly for each racial/ethnic group, except American Indian students (Figure O-2).

Figure O-1

### AP Test Takers Earning a Score of 3 or Higher on at Least One AP Exam

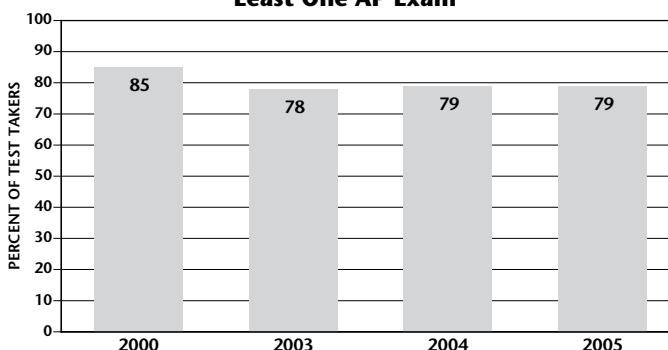
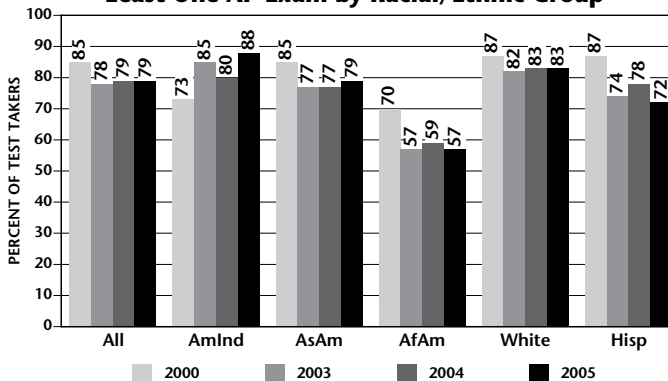


Figure O-2

### AP Test Takers Earning a Score of 3 or Higher on at Least One AP Exam by Racial/Ethnic Group



Increased participation (Table O-1) and decreased AP exam performance occurred by gender and for students receiving special services (Figure O-3). The number of students receiving special education services who earned a 3 or higher on at least one exam doubled—from 68 in 2000 to 141 in 2005,

Table O-1

Number and Percentage of Students Taking at Least One AP Exam, Grades 9 through 12								
	1999–2000		2002–2003		2003–2004		2004–2005	
	N	%	N	%	N	%	N	%
All MCPS	4597	12.5	8815	21.3	9702	22.7	10,389	23.6
Am. Indian	11	11.7	13	13.7	10	10.0	16	13.9
Asian Am.	998	18.9	1962	32.3	2207	35.4	2387	37.5
African Am.	272	3.6	726	8.4	814	8.7	897	9.1
White	3066	16.2	5554	27.4	5914	29.3	6193	30.5
Hispanic	250	5.1	560	9.0	757	11.0	896	12.1
Male	2001	10.7	3844	18.4	4276	19.6	4604	20.4
Female	2596	14.4	4971	24.3	5426	25.9	5785	26.9
Spec. Ed.	89	2.1	170	3.6	172	3.5	186	3.6
LEP	60	2.4	103	3.9	164	5.9	226	7.1
FARMS	160	3.0	389	6.6	533	8.4	570	8.4

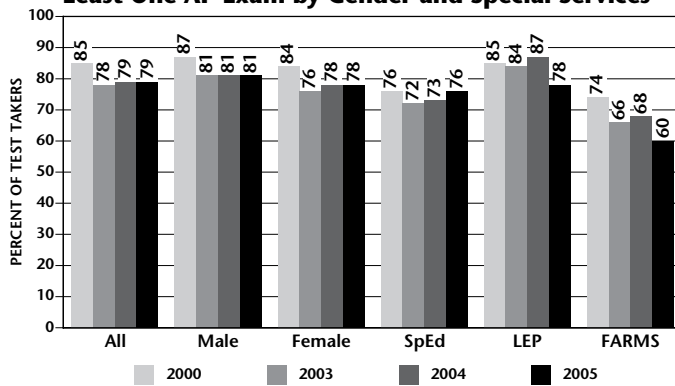
## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All schools will increase enrollment and performance of all students in gifted, Honors, Advanced Placement, and other advanced programs.

yet the percentage of students receiving special education services who earned a 3 or higher remained at 76%.

Figure O-3

### AP Test Takers Earning a Score of 3 or Higher on at Least One AP Exam by Gender and Special Services





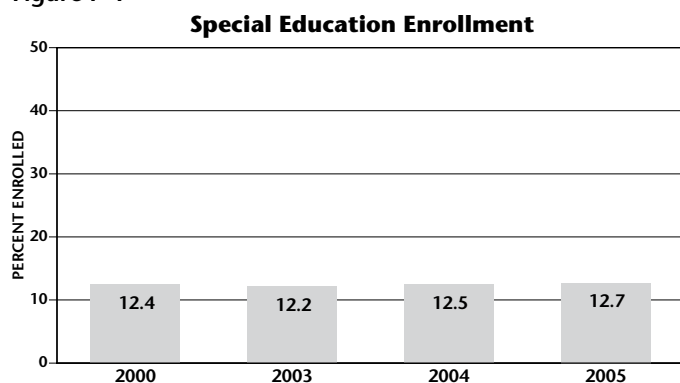
# **Milestone:** MCPS will eliminate the disproportionate representation of African American students in special education.

**DATA ★ POINT**

## Special education enrollment data

MCPS is committed to eliminating the disproportionate representation of African American students in special education. The enrollment of students with disabilities is captured in the annual census count that occurs on the last Friday of October of each year. This number reflects students who are receiving special education services and assists the MSDE in evaluating priorities and allocating federal resources. The information in this count also provides information on how MCPS is providing special education instructional programs.

Countywide, the percentage of MCPS students receiving special education services has remained stable since the baseline year of 2000. While approximately 1400 more students received special education services in 2004–2005 than in 2000, this number continues to represent approximately 12% of the total MCPS population (Figure P-1).

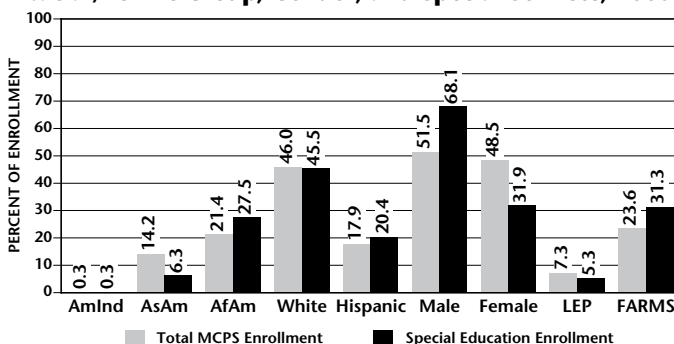
**Figure P-1**


In 2004–2005, among racial/ethnic groups, the percentage of White, Hispanic, and American Indian students receiving special education services was similar to the percentage of those students enrolled in MCPS as a whole. The percentage of African American students receiving special education services was slightly higher than the total percentage of African American students within MCPS and the percentage of Asian students receiving special education services was lower than the total percentage of Asian students in MCPS.

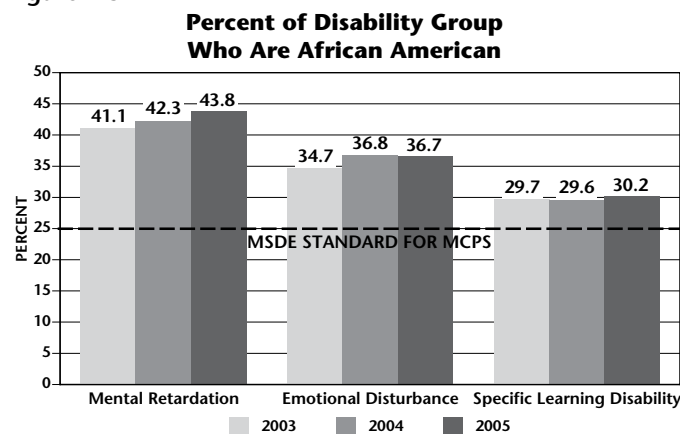
The percentage of males receiving special education services was higher than the percentage of males within MCPS. Among students receiving special services, there was a higher percentage of students receiving FARMS services in special education than in MCPS as a whole, whereas the percentage of LEP students in special education was similar to the percentage of those enrolled in MCPS (Figure P-2).

**Figure P-2**

## Special Education and Total MCPS Enrollment by Racial/Ethnic Group, Gender, and Special Services, 2005



Annually, MSDE establishes the standard for the disproportionate rate at which African American students are identified for special education. For the 2004–2005 school year, the standard set for MCPS was 27.1%. Using this criteria, a disproportionate percentage of African American students was found in the disability categories of mental retardation (43.8%), emotional disturbance (36.7%), and specific learning disability (30.2%) (Figure P-3). For the past three years, MCPS has had a disproportionate number of African American students in these three disability categories.

**Figure P-3**


**Milestone:** All schools will provide students with disabilities access to general education to the maximum extent appropriate.

**DATA ★ POINT**

### Special education students receiving services in general education

MCPS is committed to providing opportunities for students with disabilities to receive instruction in the general education setting. Practices are being developed to ensure that instructional accommodations and differentiated instructional strategies are provided so that students with disabilities are successful in less-restrictive settings. MCPS is working toward providing opportunities for students to access a rigorous academic program and meeting the MSDE-recommended guidelines of providing special education and related services to 80% of students with disabilities in the general education environment, up to 80% of the school week.

Children who receive special education services within a special education classroom up to 21% of the day are considered to be in Least Restrictive Environment A (LRE A). The percentage of special education students in general education has increased by 9 percentage points over the past three years, bringing the percentage of students in LRE A to 53.4% (Figure Q-1). The MSDE requires LRE A to be 80%.

Since the baseline year of 2000, the demographic makeup of students in LRE A (Figures Q-2 and Q-3) is similar to that of students enrolled in special education (Figure P-1).

Figure Q-1

#### Special Education Students in General Education (LRE A)

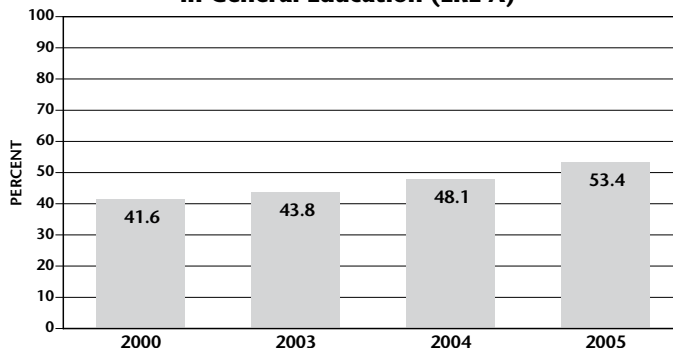


Figure Q-2

#### Least Restrictive Environment A Enrollment by Racial/Ethnic Group

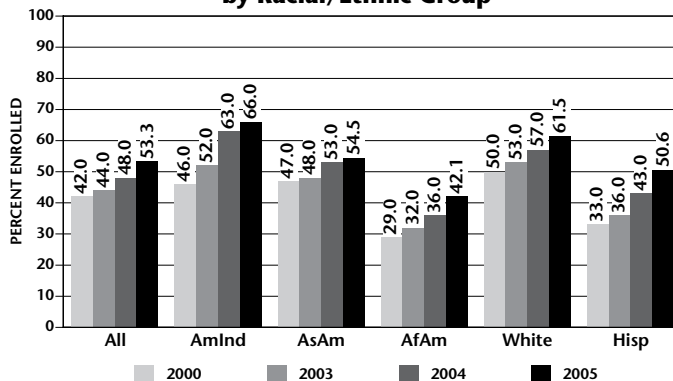
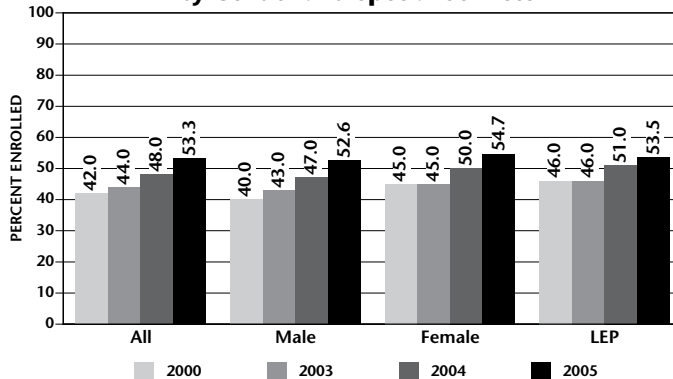


Figure Q-3

#### Least Restrictive Environment A Enrollment by Gender and Special Services



**Milestone:** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

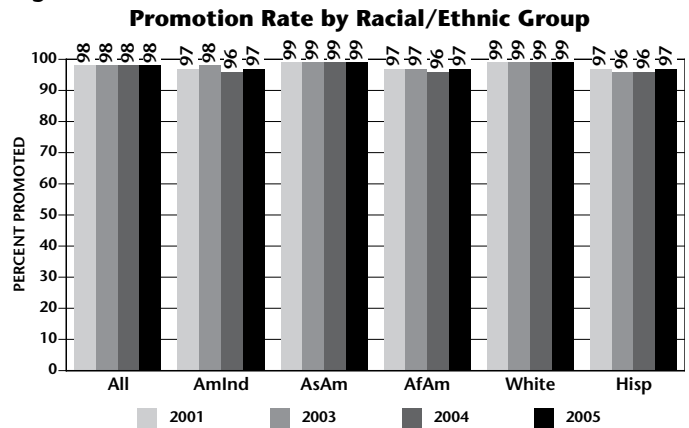
**DATA ★ POINT**

**Promotions**

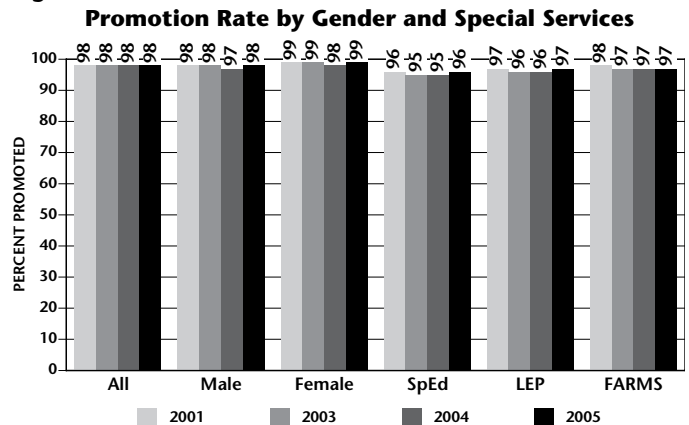
A core MCPS value is that every child can learn and succeed. The rate of promotion signifies that students have met or exceeded the learning standards for their grade and provides evidence that the written curriculum is taught in the classroom and implemented consistently across the county.

Countywide, promotion rates have been consistently high since 2001. In 2005, county-level data indicate that promotion rates for each of the student groups was consistently high, ranging from 95.6% to 99.0%. In addition, since the baseline year of 2001, promotion rates have been persistently high and stable for each student group (Figures R-1 and R-2).

**Figure R-1**



**Figure R-2**



## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

### DATA ★ POINT

#### Attendance

MCPS is committed to the belief that there is a relationship among regular attendance, academic achievement, and students' successful completion of a rigorous educational program. Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities, required for students to obtain optimum learning benefits from the school experience, and necessary for effective instruction and evaluation.

MSDE has set 94% as the standard for satisfactory attendance for all students in Grades 1 through 12. Attendance rate is the "other" academic measure for Adequate Yearly Progress (AYP) for elementary and middle schools under the No Child Left Behind Act of 2001. The standard applies to all students, not individual groups of students. However, the attendance rate of individual groups of students is a factor if a school makes AYP with safe harbor.

The average daily attendance for a given year is based on the aggregate number of enrolled students who are present in school each day of the September to June school year. MSDE calculates the percentage average daily attendance by dividing the aggregate number of students in attendance by the aggregate number of students in membership from September through March.

Countywide, since 2000, MCPS has met the MSDE satisfactory standard of 94% (Figure S-1 and Figure S-2). In 2005, county-level data indicate that all student subgroups met the MSDE satisfactory standard (Figure S-2). In the past four years for which data exist, attendance rates for each of the student groups were relatively stable. Five student subgroups met the MSDE satisfactory standard (Asian Americans, Whites, males, females, and LEP) consistently during this timeframe. The student groups that did not meet the standard at some time in the past few years failed to do so by less than 2 percentage points.

Figure S-1

#### Attendance Rate by Racial/Ethnic Group

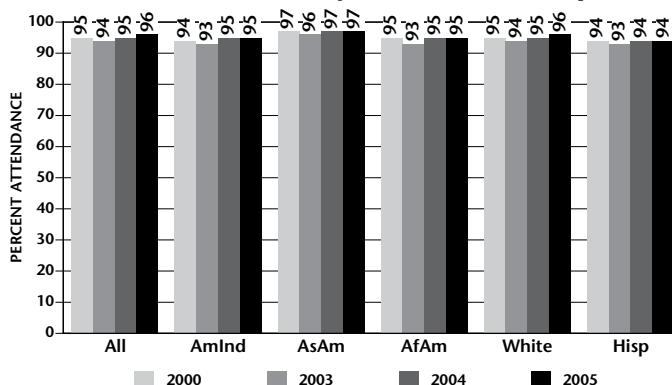
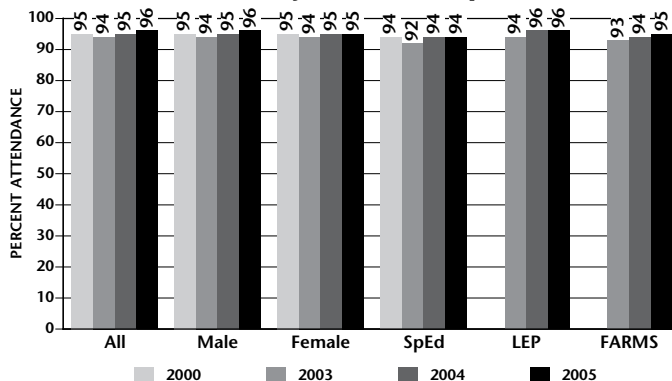


Figure S-2

#### Attendance Rate by Gender and Special Services



## GOAL 2 PROVIDE AN EFFECTIVE INSTRUCTIONAL PROGRAM

**MILESTONE** All schools will achieve or exceed local and state standards for attendance, promotion, and dropouts.

### DATA ★ POINT

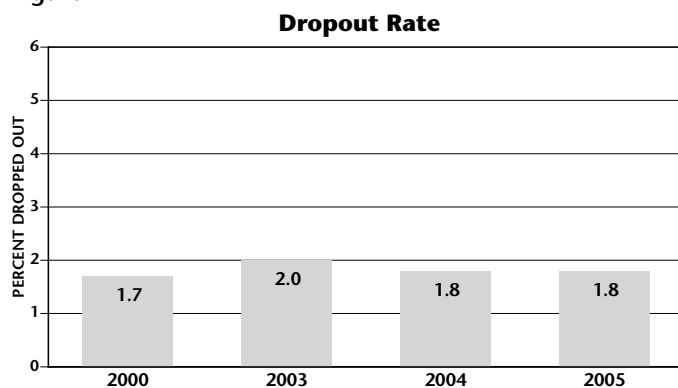
## Dropout data

A core value of MCPS is that every child can learn and succeed. Monitoring the dropout rate provides evidence of how well we are fulfilling the vision that a high-quality education is the fundamental right of every child.

A dropout is any student who leaves school for any reason, except death, before graduation or completion of a Maryland-approved educational program and who is not known to have enrolled in another school or state-approved educational program during the current school year. The following figures show the dropout rates at the county level. These rates are calculated by dividing the number of dropouts by the total number of students in Grades 9–12.

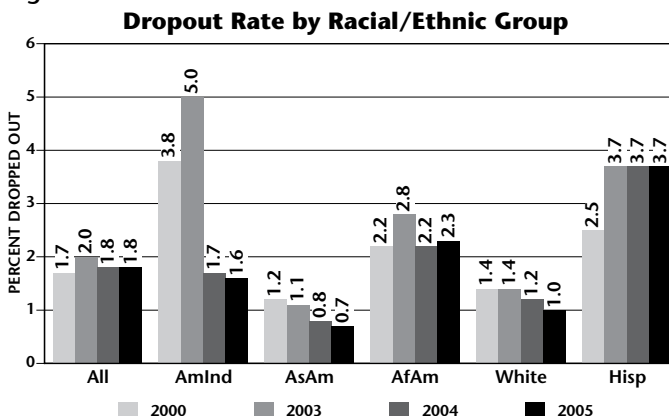
Countywide, dropout rates have held steady at approximately 2% since 2000 (Figure T-1).

Figure T-1



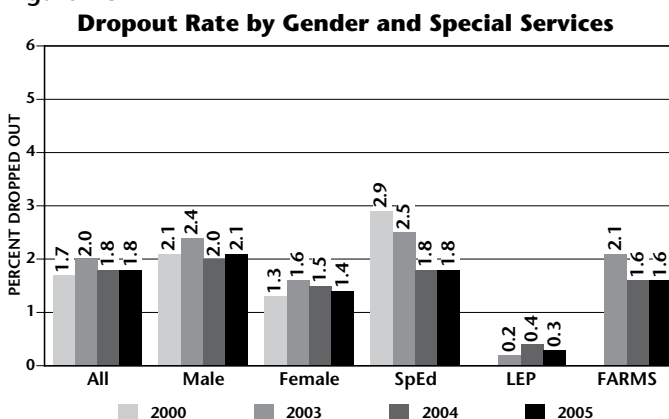
County-level data for 2005 show that less than 4% of the students in each student group dropped out. Across the student groups, Hispanic students had the highest dropout rate at 3.7% (Figure T-2) and LEP students had the lowest at .3% (Figure T-3). Since 2000, each racial/ethnic group had dropout rates of 5% or less. The dropout rates decreased slightly in 2005 for American Indian, Asian American, and White students, and increased slightly for African American students, while remaining stable for Hispanic students. Since 2000, dropout rates for African American and Hispanic students were consistently higher than for Asian American and White students (Figure T-2).

Figure T-2



Dropout rates for males and females tend to be consistent across the years, with males having slightly higher dropout rates than females. Of the other student groups, LEP student dropout rates decreased from 2004 to 2005 while the rates among Special Education and FARMS students remained stable. (Figure T-3).

Figure T-3



# GOAL THREE:

## Strengthen Productive Partnerships for Education



The Montgomery County Public Schools is committed to building and maintaining strong relationships with a broad range of stakeholders, including civic, business, and community groups in support of student achievement and employee excellence. Through the creation of dynamic relationships that advance MCPS's mission to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning, MCPS is the essential catalyst for a countywide commitment to education. By recognizing the critical role external stakeholders play in MCPS and the role MCPS plays in the broader community, one will see an infrastructure for shared responsibility and accountability.

Goal Three encompasses the following milestones and accompanying data points.

Milestone	Data Point
<b>M</b> The school community demonstrates shared responsibility for student success.	<ul style="list-style-type: none"> <li>★ Volunteer data</li> <li>★ Advisory Committee information</li> <li>★ Public comments on proposed policies</li> </ul>
<b>M</b> MCPS and members of the broader community collaborate in the strategic planning and budget processes to identify and align resources and services in support of high-quality education.	<ul style="list-style-type: none"> <li>★ Strategic planning and budget roundtable data</li> </ul>
<b>M</b> MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.	<ul style="list-style-type: none"> <li>★ Higher education partnerships data—high-quality workforce</li> <li>★ Higher education partnerships data—student success</li> </ul>
<b>M</b> MCPS collaborates with and provides support to all segments of the community to promote student success.	<ul style="list-style-type: none"> <li>★ Activities developed to meet identified community needs</li> </ul>

# **Milestone:** The school community demonstrates shared responsibility for student success.

**DATA ★ POINT**

## Volunteer data

In compliance with the Board of Education Policy ABA, *Parental Involvement*, MCPS is committed to the role of parents as valued partners in their children's education. This partnership includes supporting and encouraging parent volunteer opportunities, including participation in the development of school improvement plans. Schools also benefit from the time and efforts of numerous volunteers from the community who tutor, mentor, and share their knowledge and expertise to support students' learning and enrich the instructional program. Examples of these programs are the Ruth Rales Comcast-Kids Reading Network, Extended Learning Opportunities Summer Adventures in Learning, and the Connection Resource Bank.

Each year, schools are requested to collect and report volunteer data. For the first time during the 2003–2004 school year, local school volunteer coordinators collected and shared data electronically. This resulted in the reporting of significantly fewer hours than in previous years. During the 2004–2005 school year, data collection procedures were revised and communicated both to principals and school volunteer coordinators and 3.5 million volunteer hours were reported. Currently, schools are collecting volunteer data using a revised database template. With support and monitoring by the Division of Family and Community Partnerships, these new procedures ensured the inclusion of all volunteer efforts and enhanced the accuracy of systemwide volunteer data (Table U-1).

Table U-1

Volunteer Hours by School Year	
School Year	Number of Volunteer Hours Reported
2001	3,079,779
2002	3,810,559
2003	659,785
2004	3,500,000

**DATA ★ POINT****Advisory Committee information**

MCPS maintains a wide array of advisory groups that provide a mechanism for two-way communication on new and ongoing initiatives; helps to identify and prioritize needs and issues, and elicits valuable information on stakeholder satisfaction. Although data exist on the number of committees, membership, charges and responsibilities, duration, and, in some cases, final reports, the information is housed within each responsible office.

Each advisory committee operates in a way unique to its purpose. For example, the Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs facilitates the ESOL/Bilingual Advisory Committee (EBAC), which consists of ESOL parents, school staff, and representatives from the ESOL community. EBAC meets to learn about the ESOL instructional program and provides input on issues related to ESOL programs and services. The feedback received from EBAC provides useful information used for program refine-

ments. Other examples of operating advisory groups are the Diversity Training and Development Committee; Head Start Parent Policy Council; Curriculum Advisory Committees for all content areas; Special Education Staffing Plan Committee; Mental Health Task Force; Blue Ribbon Budget Committee; Academy of Information Technology Board, Transportation, Distribution; and the Logistics Cluster Advisory Board.

The Division of Family and Community Partnerships established procedures and collected systemwide advisory committee baseline data during the 2004–2005 school year. During 2004–2005, the benchmark year, school system offices reported that there were 45 working advisory committees. We suspect that this number may not reflect the outreach for stakeholder involvement solicited by all offices in MCPS. We will continue to review and improve data collection strategies.

Systemwide data will continue to be collected during the 2005–2006 school year. Information collected from all offices includes the title of the committee, the chairperson's name, and the committee contact's name and telephone number.



### GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION

**MILESTONE** The school community demonstrates shared responsibility for student success.

#### DATA ★ POINT

### Public comments on proposed policies

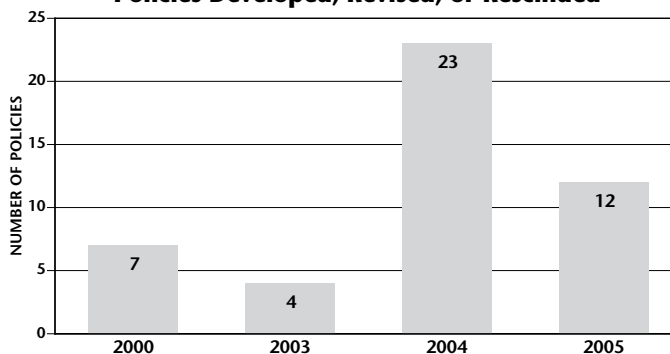
In accordance with MCPS Policy BFA, *Policysetting*, a request for public comments is sent out to the community at large for each policy the Board of Education is considering for adoption or revision. Through this public comment process, individuals and community organizations are able to review proposed policies and provide comment. This process provides a method for MCPS to receive feedback, which is considered by the Board of Education prior to taking final action on any new policy or policy revision. This process ensures the consideration of stakeholder input.

The number of policies developed, revised, or rescinded has fluctuated over time (Figure V-1). In the past four years, the Board acted on an average of 11.5 policies per year. The only year that shows a significant drop in the number of policies acted upon was 2002–2003. In 2005 the Board acted on 12 policies; these actions included a number of rescissions of policies that were outdated or out of alignment with Our Call to Action.

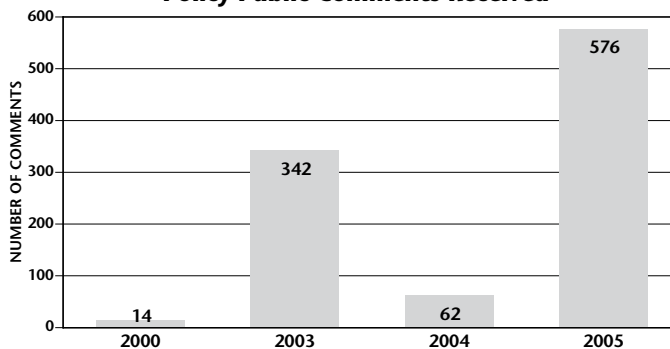
The scope of the development or revision of the policy, its connection to other systemic reform efforts, and the depth of public interest in the topic heavily influences the number of policies the Board of Education takes action on each year. In 2003 the Board, through the Board Policy Committee, undertook a major systemic reform effort through the revision of MCPS Policy IKA, *Grading and Reporting*. This revision involved a significant philosophical shift, explicitly tying academic performance to a student's grade as it relates to a standard. This effort consumed a great deal of the Board's time concerning policies. In 2005 the Board continued its focus on systemic reform and revised, among others, Policy AEB, *Strategic Planning for Continuous Improvement*; GAA, *Positive Work Environment in a Self-Renewing Organization*; and IJA, *School Counseling*. Policy AEB, *Strategic Planning for Continuous Improvement*, is aligned with the Board's core values and Policy GAA, *Positive Work Environment in a Self-Renewing Organization*, is the Board's core governance policy for Goal three, Strengthen Productive Partnerships. IJA, *School Counseling*, is a supporting policy for Goal one, Ensure Success for Every Student.

The number of public comments fluctuates depending on the amount of public interest generated by the policy topic (Figure V-2). Over the past three years, the Board of Education has received and considered 980 public comments concerning policy. Of those, 488 were generated by the revision of Policy CNA, *Information Materials and Announcements*. This level of public interest supersedes all previous policies, including Policy IKA, *Grading and Reporting* and Policy CNE, *Facilities Improvements That Are not Funded with Montgomery County Revenues*. These two policies together generated 385 comments. Of the 576 public comments in 2005, CNA prompted 488 comments. The revision of Policy FAA, *Long-Range Educational Facilities Planning* initiated 75 public comments.

**Figure V-1**  
**Policies Developed, Revised, or Rescinded**



**Figure V-2**  
**Policy Public Comments Received**



**Milestone:** MCPS and members of the broader community collaborate in the strategic planning and budget process to identify and align resources and services in support of high-quality education.

**DATA ★ POINT**

## Strategic planning and budget roundtable data

The purpose of the strategic planning and budget forums is to increase stakeholder involvement, provide feedback on the effectiveness of school system initiatives, and ensure accountability. Specifically, the forums allow the community to provide commentary about the overarching goals and strategies identified in the strategic plan. Breakout sessions included translators and were organized to accommodate Vietnamese, Spanish, Korean, French, Chinese, Amharic, and English speaking stakeholders. A total of 293 participants attended the forums. Three questions were presented to the participants during the breakout sessions:

1. What strategies and initiatives are on target to achieve the goals?
2. What's missing or falling short?
3. How can we communicate the goals and objectives of the strategic plan more effectively to the community?

The summary below is organized according to the three principal questions addressed with participants.

### What strategies and initiatives are on target to achieve the goals?

- Class size reduction initiatives are working, but further class size reduction is needed.
- Full-day kindergarten and elementary school initiatives are working well.
- Reading intervention programs are successful, but more needs to be done to improve math.
- Honors and AP programs are working well; continue the push for more rigor.

### What's missing or falling short?

- More class size reduction needed in middle and high schools.
- More attention is needed for ESOL and special education students.
- More must be done to address continuing achievement gaps between groups.
- More rigor is needed in secondary school, especially in middle school.
- More programs for highly-able students are needed, including more spaces in centers for the highly-gifted and an upcounty high school magnet program.
- More staff is needed for elementary school art, music, and PE.
- More student services are needed, including counselors and mental health services.

### How can we communicate the goals and objectives of the strategic plan more effectively to the community?

- Improved parent outreach is needed, including holding more foreign language meetings and more evening meetings convenient for families.
- Increased efforts are needed to provide translations for non-English speaking families.
- Avoid conflicts with back-to-school nights.

In addition, each of the participants was asked to evaluate the forums using a Likert scale and rate each of the following questions using strongly agree, agree, disagree, strongly disagree or don't know.

1. The forum was well organized.
2. I felt that I was able to give my opinion about the MCPS strategic plan and the work of the school system at the community forum.
3. There was sufficient time in the breakout sessions to discuss the questions.
4. The video provided useful information and a variety of perspectives.
5. The panel presentation was informative and useful.
6. Overall, the forum was effective in increasing community involvement about the MCPS strategic plan and operating budget.

Ninety percent of the respondents strongly agreed or agreed that the forums were well organized and 85 percent strongly agreed or agreed that they were able to give their opinion about the MCPS strategic plan and the work of the school system. Forty-nine percent strongly agreed or agreed that there was sufficient time in the breakout sessions to discuss the questions, while 71 percent strongly agreed or agreed that the video provided useful information and a variety of perspectives. Seventy-six percent strongly agreed or agreed that the panel presentation was informative and useful, and 66 percent strongly agreed or agreed that overall the forums were effective in increasing community involvement about the MCPS strategic plan and operating budget.

## **M**ilestone: MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.

### DATA ★ POINT

#### Higher education partnerships data—high-quality workforce

The University Partnership program strengthens productive partnerships in education with colleges and universities by—

- providing opportunities for support and professional staff to extend their learning,
- allowing staff to meet state mandates,
- establishing programs that foster the professional growth of supporting services staff along a career pathway, and
- offering a variety of teacher and administrator certification programs and support staff partnership programs.

The offices of Human Resources and Organizational Development have been working with local universities to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity (Table W-1).

The University Partnership program has grown from 15 partnerships in 1999 to 31 in 2005. Last year, approximately 118 participants graduated from various partnership programs. In addition, the number of professional development schools has more than doubled in the past two years, from 20 to 50. University partnerships are instrumental in helping MCPS diversify its workforce and train educators in critical field areas. Our target is to expand the teacher and administrator candidate pools to include applicants representing critical fields and diversity. Currently, based on the available information, 70 percent of the University Partnership participants trained in critical fields through University Partnership programs, including initial teacher certification, Administrative and Supervisory certification, and/or a master's degree are White; 22 percent are African American; 5 percent are Asian American; 3 percent are Hispanic and 0 percent are American Indian. In terms of the overall workforce population, 68 percent of the employees are White; 19 percent are African American; 5 percent are Asian American; 7 percent are Hispanic, and 0.3 percent are American Indian (Employee and Retiree Service Center data, October 2004). Minority participation in the partnership programs needs to increase in order to help increase the diversity of the workforce.

**GOAL 3 STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION**

**MILESTONE** MCPS and members of the broader community collaborate in the strategic planning and budget processes to identify and align resources and services in support of high-quality education.

Table W-1

Type of Degree	Number of Programs	Universities Involved	Number of Current Participants	Number Graduated to Date	Number Graduated 2005
Certification	1	<b>Hood College</b>			
		• A&S	43	40	12
	1	<b>Johns Hopkins University</b>			
		• A&S	16	125	15
	1	<b>McDaniel College</b>			
		• A&S <sup>1</sup>	15	0	0
Bachelor	1	<b>Towson University</b>			
		• A&S	108	86	22
	1	<b>University of Maryland College Park</b>			
		• TLC <sup>1</sup>	7	0	0
	1	<b>Bowie State University</b>	4	40	2
	1	<b>Columbia Union College<sup>1</sup></b>	10	0	0
Master	2	<b>Bowie State University</b>			
		• Reading	11	24	12
		• A&S	10	35	0
	1	<b>George Washington University</b>			
		• Teachers 2000	45	115	22
	1	<b>Hood College</b>			
		• A&S	45	34	10
	4	<b>Johns Hopkins University</b>			
		• IT	45	0	0
		• SET IT	132	112	8
		• PROSEMS	17	7	7
		• PROMAT	66	129	29
	2	<b>McDaniel College</b>			
		• MLS	7	5	2
		• A&S <sup>1</sup>	26	0	0
	4	<b>Towson University</b>			
		• MLS	35	0	0
		• Speech Language Pathology <sup>1</sup>	10	0	0
		• School Psychology <sup>1</sup>	3	0	0
		• Special Education <sup>1</sup>	20	0	0
Doctorate	1	<b>Trinity University (ESOL)</b>	45	30	11
	7	<b>University of Maryland College Park</b>			
		• CITE	115	100	0
		• Human Development	75	60	13
		• Master's Cert	14	8	8
		• MLS	12	3	1
		• Math Education <sup>1</sup>	20	0	0
		• Speech Language Pathology <sup>1</sup>	10	0	0
		• IT <sup>2</sup>	0	0	0
Totals	31	<b>Bowie State University</b>			
		• Educational Leadership	45	9	9
	1	<b>University of Maryland College Park</b>			
		• Educational Leadership	18	0	0
Totals	31		1163	948	171

<sup>1</sup> New partnership initiated 2005

<sup>2</sup> Begins spring 2006

**GOAL 3** *STRENGTHEN PRODUCTIVE PARTNERSHIPS FOR EDUCATION*

**MILESTONE** MCPS and higher education institutions collaborate to provide a high-quality workforce and promote student success.

**DATA ★ POINT**

### Higher education partnerships data—student success

The establishment of higher education partnerships to increase student success at the secondary and college level is a priority for MCPS. For example, the MC/MCPS Partnership has fostered the creation of the College Institute at Thomas S. Wootton and Gaithersburg high schools where college-level courses for high school students are taught on the high school campuses. The MC/MCPS Partnership also fosters collaboration between MCPS content supervisors and MC faculty to address K–16 initiatives, improvement in the high school-to-postsecondary education articulation process, and outreach to MCPS families. Table X-1 shows the number of students enrolled in classes at MC, including those in the College Institute.

In collaboration with MC, the Gateway to College program, an early college model, was established on three MC campuses. Students in this program attend classes on an MC campus, accumulating college credits toward an associate degree or certificate while also earning a high school diploma. MCPS is in the process of creating partnerships that establish college-level courses taught on high school campuses with the University of Maryland College Park, University of Maryland Baltimore County, the Maryland Institute College of Art (MICA), and Catholic University.

**Table X-1**

Students Enrolled in Montgomery College Classes		
Year	Number of Students	Number of Courses Taken
2000–2001	276	437
2001–2002	346	607
2002–2003	454	726
2003–2004	395	790
2004–2005	412	1,111

**Milestone:** MCPS collaborates with and provides support to all segments of the community to promote student success.

**DATA ★ POINT**

### Activities developed to meet identified community needs

Understanding and meeting the needs of the diverse MCPS community is a key strategy to strengthening partnerships for education. Some families need assistance in understanding English, school structure and governance, and learning how to help their children achieve to meet academic success. MCPS has developed a variety of outreach programs designed to support communities and meet the diverse needs of families. The following outreach activities are examples of current school-system activities that support community needs to promote student success: Community Forums, Study Circles, Conquista tus Sueños, Title I school parent meetings as mandated by federal regulations, Prekindergarten/Head Start family events, and George B. Thomas, Sr., Saturday School parent training sessions.

During the 2004–2005 school year, the Division of Family and Community Partnerships compiled baseline information on 59 community outreach efforts across all MCPS offices, which was the first time systemwide data was collected. We know that this number does not reflect the volume and scope of our systemwide outreach efforts. We will continue to refine our collection process to ensure the data accurately reflects the activities developed to meet identified community needs. Each office will be asked to report data quarterly on outreach activities related to community needs.

# GOAL FOUR: Create a Positive Work Environment in a Self-Renewing Organization



For the teachers, principals, support staff, and senior and central office staff, MCPS is a place of business that must respond to the needs of its employees. A world-class school system recruits and retains the best possible educators, administrators, and supporting personnel, and equips them with the skills, technology, leadership, supervision, feedback and professional development opportunities they need to consistently perform at the highest possible level. It encourages staff achievements and promotes a positive work environment in partnership with its employee organizations.

Goal Four encompasses the following milestones and accompanying data points.

Milestone	Data Point
<b>M</b> All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.	<ul style="list-style-type: none"> <li>★ Teacher Professional Growth System data</li> <li>★ Administrative and Supervisory Professional Growth System data</li> <li>★ Supporting Services Employee Professional Growth System data</li> <li>★ Staff who receive high-quality professional development</li> </ul>
<b>M</b> Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.	<ul style="list-style-type: none"> <li>★ Diversity in workforce</li> <li>★ Highly qualified teachers</li> <li>★ Paraeducators in Title I schools who are highly qualified</li> </ul>
<b>M</b> Strategic plans exist and are aligned at all levels of the organization.	<ul style="list-style-type: none"> <li>★ Baldrige implementation</li> </ul>
<b>M</b> The work environment promotes employee well-being, satisfaction, and positive morale.	<ul style="list-style-type: none"> <li>★ Staff survey data on office and school environment</li> </ul>
<b>M</b> MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.	<ul style="list-style-type: none"> <li>★ Employee recognition data</li> </ul>



**Milestone:** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

**DATA ★ POINT**

## Teacher Professional Growth System data

The Professional Growth System (PGS) for teachers is an integral part of Goal 4 of Our Call to Action, Pursuit of Excellence. The Teacher PGS is consistent with the teacher quality movement and the expectations of the No Child Left Behind legislation. The central components of the PGS include an evaluation plan with standards; job-embedded professional development through time afforded by staff development substitute teachers; a Peer Assistance and Review (PAR) program with consulting teachers; Studying Skillful Teaching course work to ensure consistent language; and professional development plans. In addition, teacher professional growth is supported through focused training and support in curriculum implementation and National Board Certification. The Teacher PGS provides a systems approach to aligning the hiring, induction, mentoring, professional development, support systems, and evaluation processes. As a result, the training and development programs for teachers are research-based, job-embedded, and results-oriented.

This data point provides information on the components of the PGS, as well as curriculum implementation training and National Board Certification. Specifically, the data point addresses the following:

- Teachers supported by consulting teachers.
- Teachers who are non-renewed, resigned, or dismissed as a result of PAR.
- Teachers who have participated in Studying Skillful Teacher course work.
- Teachers who participated in curriculum implementation training.
- Usage of staff development substitute teacher time.
- Support for new teachers through induction and mentoring.
- Teachers who are nationally board certified.
- Teacher tuition reimbursement data.

### Teachers Supported by Consulting Teachers

Consulting teachers provide intensive, individualized instructional support and resources to teachers. Consulting teachers' caseloads are composed of novice and underperforming teachers. The caseloads are dependent on the number of novice teachers hired in a year and the number of teachers identified as underperforming.

Caseloads for consulting teachers vary during the year. Some teachers enter the program mid-year and are some-

times released from the program prior to the end of the following year. During the past four years, consulting teachers have served 2,637 teachers, of which 368 were underperforming teachers and 2,269 were novice teachers (Table Y-1). The change in the total number of novice teachers served by consulting teachers is based on the level of hiring in the county. Additionally, the number of underperforming teachers identified over the past four years has decreased.

**Table Y-1**

Consulting Teacher Caseloads				
	FY 2002	FY 2003	FY 2004	FY 2005
Novice	438	669	546	616
Underperforming	132	97	95	44
Total	570	766	641	660

During 2005, 362 elementary and 254 secondary novice teachers were assigned a consulting teacher. In addition, 20 elementary and 24 secondary teachers were identified as underperforming and were assigned consulting teachers (Table Y-2).

**Table Y-2**

Consulting Teacher Caseloads Throughout FY 2005			
	Elementary	Secondary	Total
Novice	362	254	616
Underperforming	20	24	44
Total	382	278	660

### Teachers Who Are Non-renewed, Resigned, or Dismissed as a Result of PAR

The PAR panel reviews consulting teacher information monthly, including observation reports and summaries. In addition, the panel provides suggestions for interventions and supports. The PAR panel then uses information from consulting teachers to make recommendations to the superintendent regarding the employment status. Teachers who meet standard after a year in the program are put in the professional growth system. Teachers who do not meet standard are recommended for non-renewal or dismissal, depending on whether they are probationary or tenured teachers. Some teachers in PAR choose to resign prior to a PAR panel recommendation. In the past three years, 14 teachers have been recommended for dismissal, 103 teachers have resigned and 36 teachers have been recommended for non-renewal by the PAR panel (Table Y-3).



## GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

Table Y-3

PAR Data					
Category	Baseline FY 2001	FY 2003	FY 2004	FY 2005	Total Since FY 2003
Recommended for Dismissal (through the PAR panel)	3	4	5	5	14
Resigned (includes counseled out)	1	19	49	35	103
Recommended for Non-renewal	5	21	7	8	36
Total	9	44	61	48	153

### Teachers Who Have Participated in Studying Skillful Teacher Course Work

Studying Skillful Teaching (SST) course work is offered to teachers in MCPS, while Observing and Analyzing Teaching (OAT) course work is offered to resource teachers and administrators. In FY 2005, OAT was opened to aspiring administrators as well. The number of teachers who have completed SST over the past four years has varied. In FY 2002, 1,000 teachers completed the course. That number increased to 1,520 in 2003, then decreased to 708 in 2004, and decreased again to 611 in FY 2005. In FY 2002, 320 staff completed the OAT course, while 200 completed it in 2003. In 2004, 186 staff completed the OAT course. That number increased to 281 in FY 2005 when the course was opened to aspiring administrators. (Figure Y-1).

Figure Y-1

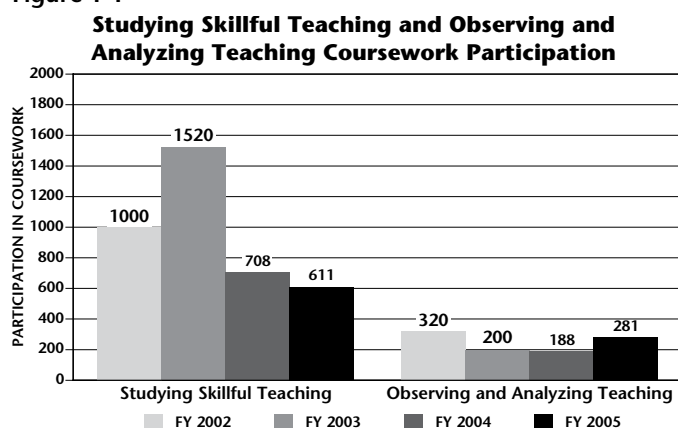


Table Y-5

Use of SDST Time							
	Work with SDT	Individual Work	Peer Reflection	Work with Team	Training	Data Analysis & Support	Other Use
ES	16%	5.5%	1%	61%	3.5%	11%	2%
MS	6%	11%	6%	63%	8%	3%	3%
HS	1%	9%	2%	56%	21%	5%	6%

### Teachers Who Participated in Curriculum Implementation Training

During 2005, the training focus for teachers of Grades 1 and 2 was on strategies for working with special education and ESOL students. Teachers attended a one-day training and received follow-up support during the school year. Teachers of Grades 3–5 received training in the reading/language arts and mathematics curricula. Math content coaches participated in ten sessions designed to enhance their content knowledge and develop coaching strategies. As part of the Early Childhood Project, Pre-K, kindergarten teachers, special educators, and paraeducators received training in reading/language arts. Secondary training and development included training for teachers of Algebra 1, Math C, and English 9 and focused on strategies for working with special education students. In addition, teachers of Algebra 1 and English 9 received training and support on the curriculum. Other secondary curriculum training included English 6, Social Studies 8, National State and Local Government (NSL), Geometry, and English 10 and training for Algebra lead teachers, lead literacy teachers, and resource teachers.

### Usage of Staff Development Substitute Teacher Time

Staff development substitute time (SDST) is used to provide teachers with time to participate in job-embedded staff development. Use of the SDST program was more extensive in FY 2005 than in any previous year (Table Y-4). This was, in part, due to the fact that the program was not frozen in March, as it had been the previous two years. Teachers and administrators report in anecdotal evidence the usefulness of this time for a variety of professional development activities (Table Y-5). The confidence that both teachers and administrators have with the program and the substitutes who work in each building regularly also accounts for the increase in use.

Table Y-4

SDST Allocation Used					
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
ES	58%	64%	66%*	67%*	95%
MS	48%	63%	60%*	63%*	94%
HS	51%	52%	50%*	51%*	68%

\* Budget freeze halted use of SDST time

### Support for New Teachers through Induction and Mentoring

Over the last four years the number of teachers who have attended orientation (Table Y-6) has fluctuated. This fluctua-

**GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION**

**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

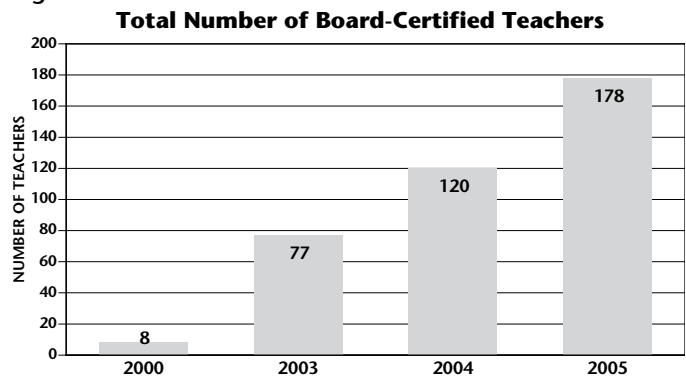
tion is consistent with the number of teachers being hired annually. In FY 2004, 678 orientation participants constituted 94 percent of the 721 teachers eligible that year. In FY 2005, 832 orientation participants attended 3.5 days of training on curriculum, instruction, and MCPS policies and procedures. The number of New Educator Orientation participants represents approximately 90 percent of the new educators under contract for the opening of the new school year. The fluctuation in mentor data is a result of the change in the assignment practice for mentors. Prior to FY 2004, mentors were assigned to all new-to-MCPS teachers. Beginning in FY 2004, mentors were assigned only to experienced new-to-MCPS teachers. As a result, there was a drop from 569 to 151. As administrators become more familiar with the mentor assignment practices, the number of mentors assigned is likely to increase as it has from 151 in FY 2004 to 431 in FY 2005.

**Table Y-6**

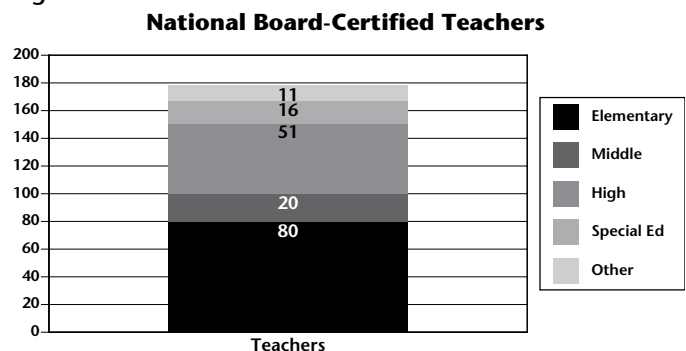
New Teacher Induction Program				
Induction Activities	July 2001–June 2002	July 2002–June 2003	July 2003–June 2004	July 2004–June 2005
Orientation Data				
February Late-hire Orientation	125 participants	100 participants	77 participants	125 participants
August Orientation	1,287 participants	798 participants	678 participants	832 participants
Mentor Data				
Paid mentors	730 mentors	569 mentors	151 mentors	431 mentors
Course Data				
TOT-02 completion	130 mentors	396 mentors	263 mentors	182 mentors
NTT modules (01, 02, 03)	140 new teachers	142 new teachers	75 new teachers	88 new teachers
Professional Development Workshops	350 participants	308 participants	257 participants	358 participants

**National Board Certified Teachers**

The National Board Certification data reflects the total number of teachers who are designated nationally certified by the National Board for Professional Teaching Standards. The National Board notifies successful candidates in November of each year. The number of teachers who have achieved the National Board Certification has increased since the baseline year of 2000. The total number of teachers with National Board Certification jumped from 8 teachers during 2000 to 120 teachers during 2004 to 178 teachers in 2005 (Figure Y-2).

**Figure Y-2**

As of FY 2005, 80 of the National Board Certified teachers taught elementary school, 20 taught middle school, 51 taught high school, and 16 taught special education (Figure Y-3).

**Figure Y-3****Teacher Tuition Reimbursement Data**

Teacher tuition reimbursement, which is guaranteed, has risen steadily in the past four years (Table Y-7). In FY 2002, \$1,334,281 was reimbursed to teachers. The amount for reimbursements increased in FY 2003 to \$1,672,038, and then again to \$1,742,538 in FY 2004. In FY 2005 the number increased again to \$2,077,030.

**Table Y-7**

Teacher Tuition Reimbursement	
Year	Amount Reimbursed
FY 2002	\$1,334,281
FY 2003	\$1,672,038
FY 2004	\$1,742,538
FY 2005	\$2,077,030

## GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

### DATA ★ POINT

#### Administrative and Supervisory Professional Growth System data

The Administrative and Supervisory Professional Growth System (A&S PGS) establishes the expectation to have a quality administrator in every administrative position. The A&S PGS includes six components of attracting, recruiting, developing, mentoring, evaluating, and recognizing administrators and is based on a philosophy of lifelong learning, self-reflection, and critical thinking. Six leadership standards have been established for principals. Six leadership standards for assistant principals, student support specialists, and coordinators of school-based programs have been derived from the principals' standards. Six leadership standards established for central services' administrators are aligned with the leadership standards for the executive staff.

The implementation of the A&S PGS addresses Goal 4 of Our Call To Action, Pursuit of Excellence. This data point provides information on the components of the professional growth system. Specifically, this data point addresses the following:

- Principals supported by consulting principals
- Principals referred to the Review Panel
- Principals who completed the data course
- The percentage of participants who rate their professional development activities as relevant and effective
- Principal appointments
- Performance on the A&S PGS Standards

#### Principals Supported by Consulting Principals

Twenty-one novice principals, two principals new to MCPS, and four principals new to a level were supported by consulting principals. Of these principals, 26 of the 27 met standard in their performance appraisals (96 percent).

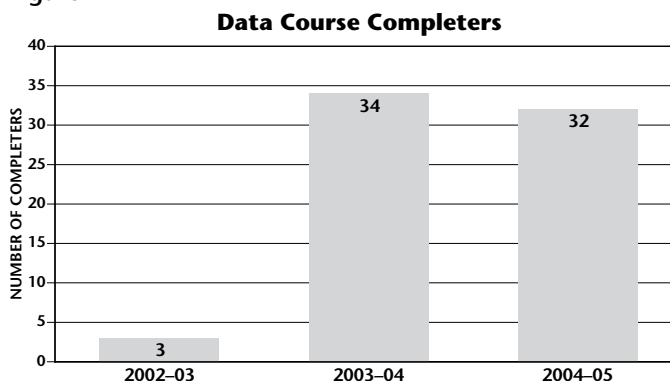
#### Principals Referred to the Review Panel

Three principals were referred to the Review Panel and they received consulting principal support. Of these three principals, one met standard (33 percent), one was reassigned (33 percent), and one will be in the evaluation support cycle next year (33 percent).

#### Principals Who Successfully Completed the Data Course: "Instructional Leadership through Data-driven Decisionmaking"

Three cohorts of principals were provided this course in 2004-05. Each course involved four sessions of three and one-half hours. Thirty-two principals successfully completed the course and each has an action plan to address a significant student achievement need at his/her school. This brings the number of principals who have completed the course to 69. (Figure Z-1)

Figure Z-1

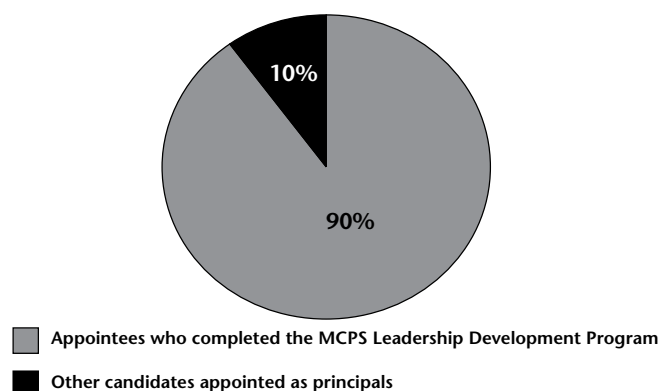


#### Principal Appointments

Ninety percent of elementary principalships and acting principalships were awarded to internal candidates who came through the Elementary Leadership Development Program (Figure Z-2).

Figure Z-2

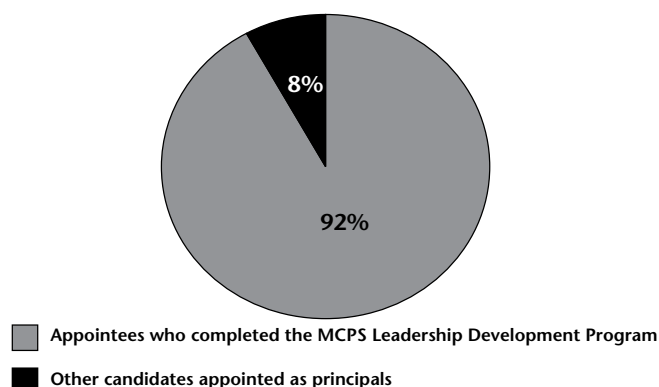
#### Elementary Principal Appointees, 2004-05



Ninety-two percent of the secondary principalships were awarded to internal candidates who came through the Secondary Leadership Development Program (Figure Z-3).

Figure Z-3

#### Secondary Principal Appointees, 2004-05



## **GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

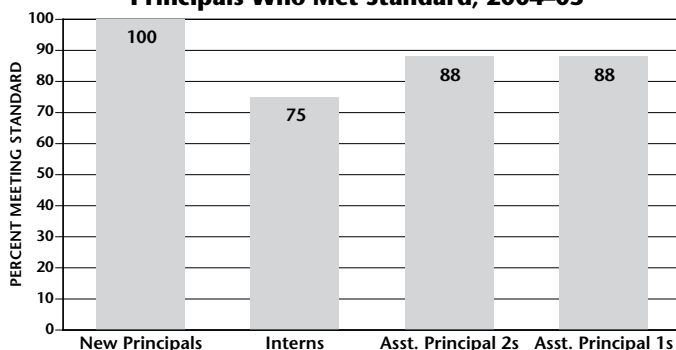
### **Performance on the A&S PGS Standards**

The development of elementary and secondary administrators to become principals is a significant aspect of the A&S PGS. The elementary and secondary leadership development programs involve all of the components of the A&S PGS and focus on its leadership standards.

The work of the elementary and secondary leadership development programs is informed and driven by the MCPS strategic plan, specifically the goal of providing all employees with high-quality professional development opportunities to promote individual and organizational effectiveness. The work is differentiated to meet the needs of developing administrators, interns, and new principals while being aligned with the goals and initiatives of the MCPS strategic plan (Figures Z-4 and Z-5).

**Figure Z-4**

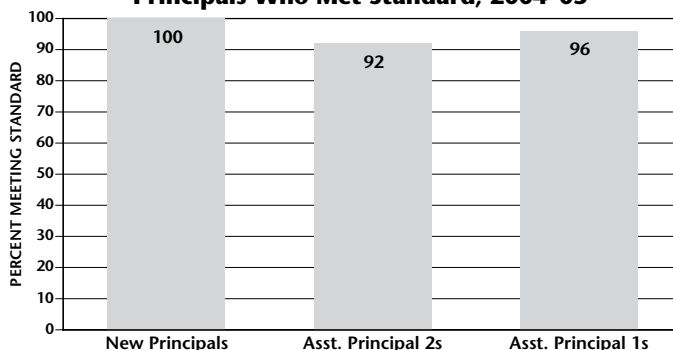
#### **Elementary New Principals, Interns, and Assistant Principals Who Met Standard, 2004–05**



- One hundred percent of new elementary principals who came through the elementary leadership development program met standard.
- Seventy-five percent of the elementary intern cohort met standard or will be involved in an additional training experience.
- Eighty-eight percent of assistant principal 2s (AP2s) performed at the experienced level or above on all A&S PGS Standards for Assistant Principals.
- Eighty-eight percent of the assistant principal 1s (AP1s) demonstrated mastery on all A&S PGS standards at the progressing level or above.

**Figure Z-5**

#### **Secondary New Principals, Interns, and Assistant Principals Who Met Standard, 2004–05**



- One hundred percent of new secondary principals who came through the Secondary Leadership Development Program met standard.
- Ninety-two percent of AP2s performed at the experienced level or above on all A&S PGS Standards for Assistant Principals.
- Ninety-six percent of the AP1s demonstrated mastery of all A&S standards at the progressing level or above.

## GOAL 4 CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

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### DATA ★ POINT

## Supporting Services Employee Professional Growth System data

The Professional Growth System for supporting services employees includes the following:

- Core competencies for each supporting services job classification.
- New competency-based evaluation plan for all supporting services staff.
- Training and development programs designed around the new competencies.
- A Peer Assistance and Review program.
- Career ladder opportunities, where appropriate.

The Supporting Services Training and Development Program provides professional development experiences for supporting services staff, based on identified competencies. MCPS, in collaboration with SEIU Local 500, is designing competencies and related training opportunities for all supporting services staff. The expected outcomes of this training and development program are that employees will be able to perform their jobs more efficiently and be better prepared to advance to other MCPS positions.

The paraeducator career ladder training began with two pilot courses in fall 2003. This training is voluntary, and successful completion leads to advancement from career level I to career level II. Approximately 2,100 paraeducators are eligible for this training—800 regular and 1,300 special education. Each class has a maximum enrollment of 25 participants. In order to accommodate all eligible paraeducators, assuming that each class is at maximum enrollment, the Office of Organizational Development (OOD) would have to offer 84 sessions—32 for regular education and 52 for special education paraeducators. Since the implementation of this training, OOD has offered 50 sessions—28 for regular and 22 for special education paraeducators—for a total of 930 participants. This training will continue to be offered, and the number of sessions will decrease as more paraeducators complete the training (Table AA-1).

Table AA-1

Supporting Services Employee Training, 2004–2005	
Training	Participants
Career Ladder	621
Curriculum Rollout	354
IDA Data Analysis Course (Pilot Class)	14
Support Staff Computer Training	659
Other Competency-Based, Continuous Improvement Training	471
Total	2119

Curriculum rollout training was provided to paraeducators who work primarily with Grades 3, 4, and 5 to enable them to support teachers in the classroom with the implementation of the reading/language arts and mathematics curricula. An estimated 504 paraeducators were selected to attend the training. The curriculum training is aligned with the curriculum training that teachers received. The attendance rate was 70 percent with a total of 354 paraeducators participating. This attendance rate may be attributed to the fact that not all of the elementary schools teach Grades 3 through 5, and those schools that did not have these grades may have opted not to send participants.

The Instructional Data Assistant (IDA) Data Analysis course was piloted during the 2004–2005 school year. This course was modeled after the Instructional Leadership through Data-driven Decisionmaking course offered to principals. The Instructional Data Assistant (IDA) Data Analysis course is an 18-hour course that includes topics such as identifying data sources, collecting and organizing data, using data to identify root causes of performance, and analyzing and displaying data. Participants apply research-based practices in analyzing data and explore ways to use data to further support their school improvement plan. Participants disaggregate data, create visual tools for data, and organize data using technology. Throughout the course participants reflect on data practices within their schools and identify ways to incorporate research-based data practices into their work. Since it was piloted, the IDA Steering Committee has recommended that the course be a requirement for all IDAs.

Support staff computer training includes Microsoft Word, Excel, Access, PowerPoint, and FileMaker Pro. The computer training is differentiated for participants based on their skill level—beginner, intermediate, and advanced. In addition, Working with Windows is available for novice users. Enrollment in these courses fluctuates and is determined by the needs of the system and its employees. Currently, participation in courses such as FileMaker Pro are trending upward and courses such as Microsoft Word for beginners is trending downward. Adjustments are made in order to accommodate these changes.

Other competency-based training programs are offered that focus on continuous improvement in the seven core competencies, which are the foundation for the Supporting Services Professional Growth System. Paraeducators have been provided with opportunities to meet the NCLB highly qualified requirement, demonstrating their commitment to students and knowledge of their job, by participating in Para-Pro Test Prep courses developed by MCPS. Approximately 64 paraeducators completed this course and almost 95 percent of paraeducators in Title I schools were highly qualified by the June 30, 2005 deadline. However, that deadline has been extended to June 30, 2006, and more courses will be offered to meet the needs of new Title I schools and their paraeducators. In addition, the supporting services training

## **GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** All employees will be provided with high-quality professional development opportunities to promote individual and organizational effectiveness.

and development group has established a partnership with the Montgomery County Government Office of Human Resources to create and conduct cross organizational training opportunities for both school based and non-school based supporting services staff. To date they have jointly offered more than 30 courses, providing professional development in areas such as organizational development, diversity studies, and leadership development, including an administrative professionals' conference, which was attended by almost 150 staff.

### **DATA ★ POINT**

#### **Staff who receive high-quality professional development**

The state is no longer working on this project. Thus, at this time, we are not reporting percent of staff who receive high-quality professional development.



# Milestone: Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

## DATA ★ POINT

### Diversity in workforce

The Board of Education is committed to workforce diversity in employment. The Board also acknowledges the educational benefits of student exposure to a diverse workforce, as it promotes an understanding of diversity and enriches the exchange of ideas. As an equal opportunity employer and in order to reflect our school system's demographics, it is critical to monitor and make efforts to provide for diversity when there is evidence of significant underrepresentation of a particular group in the workforce (Policy GBA).

This data point provides information about the diversity of the MCPS workforce. It reports the gender and racial make-up of administrators, teachers, and supporting services employees during fiscal years 2004 and 2005. The data point also provides longitudinal information. It reports racial and

gender data for the 2000 baseline year and similar data for fiscal years 2003, 2004, and 2005. These data report the percentages—by gender and racial group—of administrators, other professionals, teachers, and supporting services employees.

During 2005, there were 20,743 employees, of which 73.8 percent (15,314) were female and 26.2 percent (5,429) were male. White employees represented 68 percent (14,110) of all employees, 18.8 percent (3,900) were African American, 7.3 percent (1,523) were Hispanic, 5.5 percent (1,138) were Asian American, and 0.3 percent (72) were American Indian (Table BB-1).

During 2005, females were employed in most of the positions within the three employee workgroups (i.e., administrators, teachers, and supporting services). Eighty percent (8,676) of teachers, 66.9 percent (5,905) of supporting services, and 60.2 percent (391) of administrators were female. Males comprised 20 percent (2,165) of teachers, 33.1 percent

**Table BB-1**

2005 Workforce Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
Administrators	39.8	60.2	0.3	2.3	29.8	63.7	3.8
Other Professional	19.0	81.0	0.3	5.5	15.9	68.0	6.4
Supporting Services	33.1	66.9	0.4	8.0	25.9	53.6	12.0
Teachers	20.0	80.0	0.3	3.7	12.5	79.7	3.8
Total	26.2	73.8	0.3	5.5	18.8	68.0	7.3

**Table BB-2**

Administrator Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
2000 Administrators	40.9	59.1	0.4	2.0	25.7	67.3	4.6
2003 Administrators	40.7	59.3	0.3	1.9	28.3	65.9	3.6
2004 Administrators	39.7	60.3	0.3	2.3	29.6	63.9	3.9
2005 Administrators	39.8	60.2	0.3	2.3	29.8	63.7	3.8

**Table BB-3**

Teacher Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
2000 Teachers	20.3	79.7	0.4	2.8	11.5	81.9	3.3
2003 Teachers	20.2	79.8	0.3	3.2	12.2	80.9	3.5
2004 Teachers	20.0	80.0	0.3	3.7	12.6	79.6	3.9
2005 Teachers	20.0	80.0	0.3	3.7	12.5	79.7	3.8

**Table BB-4**

Supporting Services Diversity, Percent							
	Males	Females	Am Ind	As Am	Af Am	Wh	Hisp
2000 Supporting Services	32.0	68.0	0.4	4.6	25.9	61.1	8.1
2003 Supporting Services	33.5	66.5	0.4	6.7	25.7	56.6	10.7
2004 Supporting Services	33.2	66.8	0.4	7.7	26.0	54.0	11.9
2005 Supporting Services	33.1	66.9	0.4	8.0	25.9	53.6	12.0

## **GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

(2,925) of supporting services employees, and 39.8 percent (259) of administrators.

Relatively greater percentages of positions were held by White and African American employees. Approximately 63.7 percent (414) of administrators were White and 29.8 percent (194) of administrators were African American. All other racial groups comprised a total of 6.4 percent (42) of all administrator positions. The majority of teacher positions were held by White employees (79.7 percent). Approximately 25.9 percent (2,284) of supporting services employees were African American. Twelve percent of supporting services employees were Hispanic (1,062) and 8 percent were Asian American (709).

The number of administrators who are African American increased by 54 between the 2000 baseline year and 2005. This represents a 4.1 percent increase in the number of administrators who are African American since the baseline year. There has been a 0.3 percent increase in the percent of Asian American administrators, while the number of His-

panic administrators has remained the same during this time period.

The percent of African American teachers increased by 1.0 percent between 2000 and 2005. The percent of Hispanic teachers increased by 0.5 percent, and the percent of Asian American teachers increased by 0.9 percent over the same period of time (Table BB-3).

The percentage of Asian American employees holding supporting services positions has increased from 4.6 percent during the 2000 baseline year to 8 percent during 2005. The percentage of Hispanic employees holding supporting services positions has increased from 8.1 percent during 2000 to 12 percent during 2005. White employees holding supporting services positions has declined 7.5 percent from 61.1 percent during 2000 to 53.6 percent during 2005. The percentage of African American employees in supporting services positions has remained approximately the same during this period of time (Table BB-4).



## **GOAL 4** CREATE A POSITIVE WORK ENVIRONMENT IN A SELF-RENEWING ORGANIZATION

**MILESTONE** Systems are in place to recruit, support, and retain highly qualified and diverse professional and support personnel.

### **DATA ★ POINT**

#### **Highly qualified teachers**

The federal No Child Left Behind (NCLB) legislation requires the Montgomery County Public Schools (MCPS) to ensure that all teachers of core academic subjects meet the requirements to be designated “highly qualified” by July 1, 2006. Highly qualified teacher refers to a teacher who holds full state certification and has passed the state licensing examinations, or is an experienced teacher with an advanced professional certificate in the core academic subject (CAS) they are teaching, or has an academic major in the CAS they are teaching, or has qualified through the High, Objective, Uniform State Standard of Evaluation (HOUSSE) rubric. For purposes of NCLB reporting, a class is considered being taught by a highly qualified teacher if the class is in the subject area for which the teacher has certification and the highly qualified designation. Core academic subjects are art, music, dance, drama/theatre, early childhood, elementary (including immersion), English, foreign language, mathematics, reading and language arts, science, and social studies.

Of the 31,105 CAS classes taught by MCPS teachers as of December 1, 2004, 80.3 percent (24,976) were taught

by teachers who were designated highly qualified and 19.7 percent (6,129) were taught by teachers who were not yet designated highly qualified. The percent of CAS classes being taught by highly qualified teachers has increased by 5.8 percent since December 2, 2003, when 74.5 percent (23,197) of 31,119 CAS classes were being taught by teachers who were designated highly qualified.

The Office of Human Resources staff has informed educators who are teaching CAS of the requirements to be designated highly qualified. The Maryland State Department of Education (MSDE) has defined at least four options for teachers to be designated highly qualified; however, at this time, only data related to two options can be retrieved from the MSDE database. Therefore, teachers’ records are being individually reviewed by Office of Human Resources staff to determine teacher eligibility for compliance with the other two options. Since MSDE provided the special education HOUSSE to be designated highly qualified in December 2004, many special educators are using the HOUSSE rubric to become designated highly qualified in the CAS they are teaching. Office of Human Resources staff continues to review the designations of all teachers who are teaching in the core academic areas and to work with school administrators to ensure that teachers are assigned to classes in areas for which they are certified.

**DATA ★ POINT**

## Paraeducators in Title I schools who are highly qualified

In accordance with the federal No Child Left Behind (NCLB) legislation, the Montgomery County Public Schools (MCPS) must ensure that all paraeducators employed in Title I schools meet the requirements to be designated “highly qualified.”

In June 2005, the U.S. Department of Education extended the deadline for paraprofessionals to be designated “highly qualified” from January 8, 2006, to June 30, 2006. Therefore, all paraeducators employed in Title I schools must meet the requirements to be designated “highly qualified” by June 30, 2006.

In order for paraeducators to be designated as “highly qualified,” the Maryland State Department of Education provides the following three options:

- Pass the PRAXIS Para-Pro Assessment with a score of 455 or greater
- Have 48 college credits
- Hold a two-year degree

Paraprofessionals in Title I schools who are not designated “highly qualified” have been encouraged to either earn 48 college credits or pass the PRAXIS Para-Pro Assessment with a score of 455 or greater. The Division of Academic Support, Federal and State Programs, in collaboration with the Office of Organizational Development, offers a course that prepares paraeducators in Title I schools for the Para-Pro Assessment.

During the 2004–2005 school year, there was a total of 210 paraeducators in 17 Title I schools. Of those, 95 percent (199) met NCLB requirements, a 40 percent increase compared to the 2003–2004 school year. There were 230 paraeducators in the 18 Title I schools in 2003–2004, and 55 percent (127) were designated as “highly qualified.”

# **Milestone: Strategic plans exist and are aligned at all levels of the organization.**

## **DATA ★ POINT**

### **Baldrige implementation**

The Montgomery County Public Schools (MCPS) has adopted the Baldrige Education Criteria for Performance Excellence as the model for continuous improvement for all offices and schools. The current school improvement process has been redesigned to reflect the components of the Baldrige Education Criteria for Performance Excellence. The goal of this initiative is to identify the elements of school improvement and organizational development that must be supported in every school in order to promote high levels of student achievement. Schools are expected to implement the school improvement plan model using the “Look Fors” from the Framework for Improving Teaching and Learning and the Baldrige Education Criteria for Performance Excellence. In order for this process to be successful, the entire staff and representatives from all stakeholder groups must be engaged. The progress on school improvement plan goals will be evaluated regularly with all stakeholders.

The following strategies have been implemented:

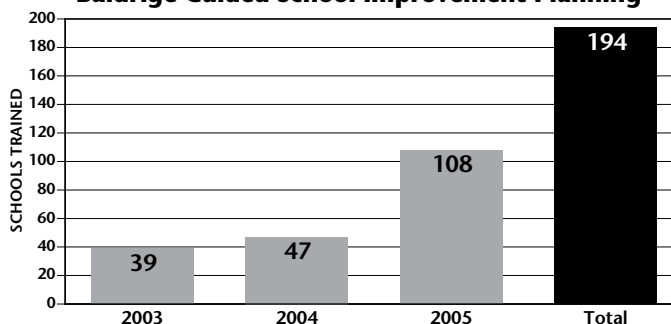
- Resources have been identified for total system implementation by 2006.
- Leadership teams from all 194 schools have received two days of training on the Baldrige-guided School Improvement Process.
- Staff development teachers and staff development specialists have been trained to support school and classroom implementation.
- Training will be provided for office leadership teams.
- *My Job, Your Job, Our Job*, a handbook for teachers, has been developed to support classroom implementation.
- *Building an Organizational Learning System: The Baldrige Principal's Handbook for Guiding the School Improvement Process*, has been developed to support principals with implementing the Baldrige-guided School Improvement Process.
- Community superintendents and directors of school performance are using the principal's handbook during supervisory visits to coach principals in the new school improvement process and to monitor levels of implementation in all schools.
- Three Baldrige academies, two elementary and one secondary, have been created as visitation sites to support implementation at the classroom level.

During the summer of 2005, leadership teams from 105 schools attended a two-day training involving the Baldrige-guided School Improvement Process. All participants were asked to respond to four questions about the training.

Ninety-six percent of the respondents thought the training completely or somewhat answered how to begin the process of developing stakeholder's awareness of process thinking in a school and classroom learning system. Ninety-four percent felt the training completely or somewhat answered how to begin the process of defining a school and classroom learning system, and identify critical process skills that engage staff and students in continuous improvement. Ninety-five percent believed that the training would help them begin the process of working with all stakeholders to develop a Baldrige-guided School Improvement Plan. Additionally, 95 percent agreed that they would be able to begin the process of using quality tools to engage stakeholders in continuous improvement.

**Figure DD-1**

#### **Baldrige Guided School Improvement Planning**



**Milestone:** The work environment promotes employee well-being, satisfaction, and positive morale.

**DATA ★ POINT**

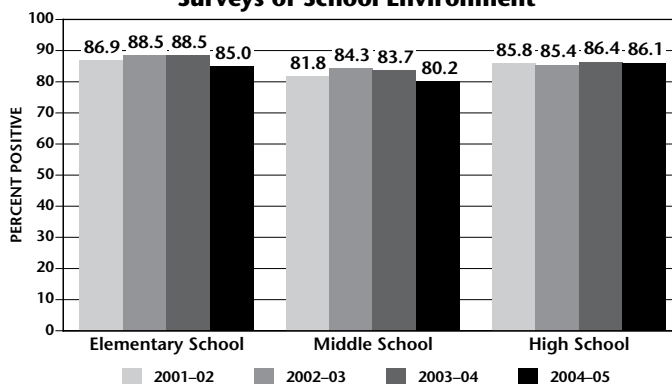
**Staff survey data on office and school environment**

The Staff Survey of School Environment provides information about how school-based staff members perceive their job satisfaction. One of the items asks respondents to agree or disagree that “The work environment promotes employee well-being, satisfaction, and positive morale.”

School-based staff members at all three school levels (elementary, middle, and high school) who completed the Staff Survey of School Environment had average positive perceptions of job satisfaction above 80% (Figure EE-1). Since the first year of administration in the 2001–2002 school year, there have been minor fluctuations in the data.

Figure EE-1

**Perceptions of School-based Staff from Surveys of School Environment**



# **Milestone:** MCPS recognizes staff efforts and achievement in pursuit of system goals and related priorities.

**DATA ★ POINT**

## Employee recognition data

MCPS is committed to fostering and sustaining systems that support and improve employee effectiveness. MCPS recognizes staff efforts and achievements in pursuit of system goals and related priorities. This data point reports the number of employees recognized during systemwide recognition events held during 2004–2005 (Table FF-1).

**Table FF-1**

Employees Recognized for Their Efforts in Pursuit of System Goals	
Event	Number of Employees
Administrative and Supervisory/Teachers/Supporting Services	
Years of Service Recognition—15, 25, 35 years	634
Retirement Reception	201
Above and Beyond the Call of Duty (ABCD) Awards	26
Administrative and Supervisory	
*Mark Mann Excellence and Harmony Award	1
*Edward Shirley Award for Excellence in Educational Administration and Supervision	1
*Distinguished Educational Leadership Award ( <i>The Washington Post</i> )	1
*Assistant Principal of the Year	1
Deans of Educational Administration (30 or more years)	3
Teachers	
National Board Certification for Professional Teaching Standards	55
*Agnes Meyer Outstanding Teacher Award ( <i>The Washington Post</i> )	1
Greenblatt Award for Veteran and First-Year Teachers	4
*Montgomery County Teacher of the Year (part of Maryland Teacher of the Year from MSDE)	1
Supporting Services	
*Supporting Services Employee of the Year	1
Energy Conservation Performance Awards—School Plant Operations	30
Perfect Attendance—School Plant Operations	33
Perfect Attendance—Food Safety and Food Preparation	51
Perfect Attendance—Bus Operators and Attendants	32
Safe Driving Awards for Bus Operators—5, 10, 15, 20, 20+ years of accident-free driving	192
Years of Service Awards for Fleet Maintenance, Bus Attendants, and Transportation staff—5, 10, 15, 20, 20+ years	213

\* Single award



## MCPS at a Glance

■ Preliminary enrollment (2005–2006) . . . . .	139,387
■ Largest school district in Maryland 17 <sup>th</sup> largest school district in the U.S.	
■ International students from more than 162 countries	
■ Languages spoken . . . . .	134
■ ESOL students . . . . .	13,147
■ Students receiving special education services . . . . .	17,684
■ Students receiving Free and Reduced-price Meals (FARMS) . . . . .	23.7%
■ Students ever receiving FARMS . . . . .	37.3%
■ 2005 SAT results	
Last administration average score . . . . .	1101
Average highest score . . . . .	1114
Seniors taking SAT . . . . .	(7,355) 76.5%
■ National Merit Scholars, 2004-2005 . . . . .	48
■ National Blue Ribbon Schools, 1983-2005 . . . . .	30
■ FY 2006 Operating Budget . . . . .	\$1.7 billion
■ FY 2006 Capital Improvements Budget . . . . .	\$184.7 million
■ Cost per pupil . . . . .	\$11,566
■ Number of employees . . . . .	21,277
■ Number of teachers . . . . .	11,209
■ Number of schools . . . . .	194
■ Square feet of new and modernized space, 2005-2006 . . . . .	1,052,600
■ Number of buses . . . . .	1,252
6 <sup>th</sup> largest school bus fleet in the U.S.	
■ Students transported . . . . .	96,000
■ School meals served . . . . .	11.4 million

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